GOVERNOR DUMMER ACADEMY

Governor Dummer Academy

Byfield, Massachusetts 01922
Tel.: (508) 465-1763 Fax: (508) 462-1278
E-mail: admissions@gda.org Internet: http://www.gda.org

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From the Headmaster

"To suggest that Governor Dummer is concerned solely with academics...would be misleading. The Academy's centuries-old motto, 'Non sibi sed aliis' (Not for self but for others'), reflects our commitment to teaching more than hard facts and cold figures. Here students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds".

Massachusetts Bay Colony Lieutenant Governor William Dummer donated his home and lands in 1763 "for the excellent and beneficent design of instructing and educating youth" in preparation for college. Until the end of the eighteenth century, college meant one specific school — Harvard — and Governor Dummer Academy provided approximately one quarter of Harvard's student body.

Today, 231 years later, Governor Dummer Academy continues to adhere to the Governor's principles of comprehensive preparatory education in the arts, sciences, history and languages. Just as there has been tremendous advancement in all those areas over the years, Governor Dummer Academy has advanced and expanded; Harvard is now only one of many fine colleges and universities to which GDA sends its graduates.

The modern Governor Dummer Academy includes SCIENCE 2000, an innovative national modelprogram that makes learning biology, chemistry, physics and earth and space science more investigative, interactive and relevant to students' lives. Another current program, called Cooperative Learning, incorporates all academic areas with the concept that students learn more through cooperation than competition.

To suggest that Governor Dummer is concerned solely with academics, however, would be misleading. The Academy's centuries-old motto, "Non sibi sed aliis" ("Not for self but for others"), reflects our commitment to teaching more than hard facts and cold figures. Here students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds.

At the heart of a GDA education is the "Governor Dummer Experience," which our alumni cherish their entire lives. It is something that includes a solid grounding in academics and preparation for college, but does not end there; it is about becoming part of a close-knit, vital, caring community of students and teachers who share common goals; and it is about forming ideas, values and friendships through cooperative dormitory living, extracurricular activities and spirited athletic competition.

We invite you to visit our magnificent campus, meet our students and teachers, explore our facilities and discover our extraordinary and enduring approach to the crucial secondary school years.

Peter W. Bragdon

Peter W. Bragdon, Headmaster

Overview

The Milestone is Governor Dummer Academy's oldest and most enduring symbol. Dated 1708--and reputed to be among the oldest in America--it was designed to mark the distances to Boston and Newburyport along one of the colonies' most important arteries. It stands today, as it has for centuries, as a totem past which graduating classes march as they complete their Governor Dummer educations.

Governor Dummer Academy founded the preparatory school tradition in America, and today continues to define excellence in secondary education.

Founded in 1763 under the will of Massachusetts Bay Colony Lieutenant Governor William Dummer, GDA today embodies both 231 years of tradition and an ageless capacity for innovation. It is at once linked with great historical figures including John Hancock (who signed the Academy's charter), Paul Revere (who struck its seal) and John Quincy Adams (who recorded its first six years of trustees minutes), and devoted to pioneering programs including its SCIENCE 2000, which is redesigning science curricula for the nation's secondary schools.

Under the aegis of its first celebrated headmaster Samuel Moody, the Academy educated several heroes of the American Revolution, congressional leaders and Samuel Phillips, founder of the Phillips academies at Andover and Exeter. In the two centuries since its founding, Governor Dummer Academy has prepared thousands of students for success in college and later life by adhering to its essential boarding school tradition of fostering close student-teacher relationships.

"GDA provided me with opportunities outside the classroom that weren't available at another school: editing a weekly school newspaper, volunteering at a Special Olympics tournament and running on New England Championship track and cross country teams."

Tim O'Keefe '94
Davidson College

Peter W. Bragdon, appointed the Academy's 26th headmaster in 1983, oversees a "community of learners" that includes both teachers and students who are always seeking to answer the fundamental question, "How do people learn?" This emphasis and constant re-examination helps keep Governor Dummer's curriculum at the forefront of American education. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individual attention.

Consistent with the teachings of Master Moody, Governor Dummer Academy today shapes its academic mission within the doctrine that character and conduct are significant aspects of a secondary education. The Academy's Cooperative Learning concept, athletic competition and extracurricular activities all encourage group work among students to develop and promote team skills that are critical in future schooling and careers.

The Academy also places great importance on cultural, sociological and ethnic diversity among its students. At present, the 340-member student body represents 18 U.S. states and 16 countries worldwide. The Academy maintains active national and international outreach programs designed to locate prospective students from various regions and backgrounds. An equally active scholarship program provides that diversity is not inhibited by economic circumstances.

Governor Dummer Academy's location on the ancestral 600-acre Dummer farm, 33 miles north of Boston, offers students myriad opportunities. The Academy is linked to the ocean, five miles due east, by the Parker and Mill rivers that border the campus. The surrounding forests, marshes and nearby Plum Island Wildlife Refuge provide both a natural laboratory for scientific exploration and numerous recreational possibilities.

The Academy's proximity to Boston, one of America's cultural centers, also contributes significantly to a GDA education. Teachers and students regularly make the 40-minute drive to Boston to attend the theatre, ballet, opera, symphony and other arts and entertainment events.

Another key to Governor Dummer Academy's extraordinary longevity and success is its tradition of adherence to balanced budgets. The fact that the Academy has operated within a balanced budget for more than 20 years has allowed it to maintain and expand the academic offerings and facilities that benefit students most. The Academy's strong financial standing — which includes a healthy and steadily growing endowment-also makes it possible for GDA to embark on major academic building projects currently in their planning stages.

The Faculty

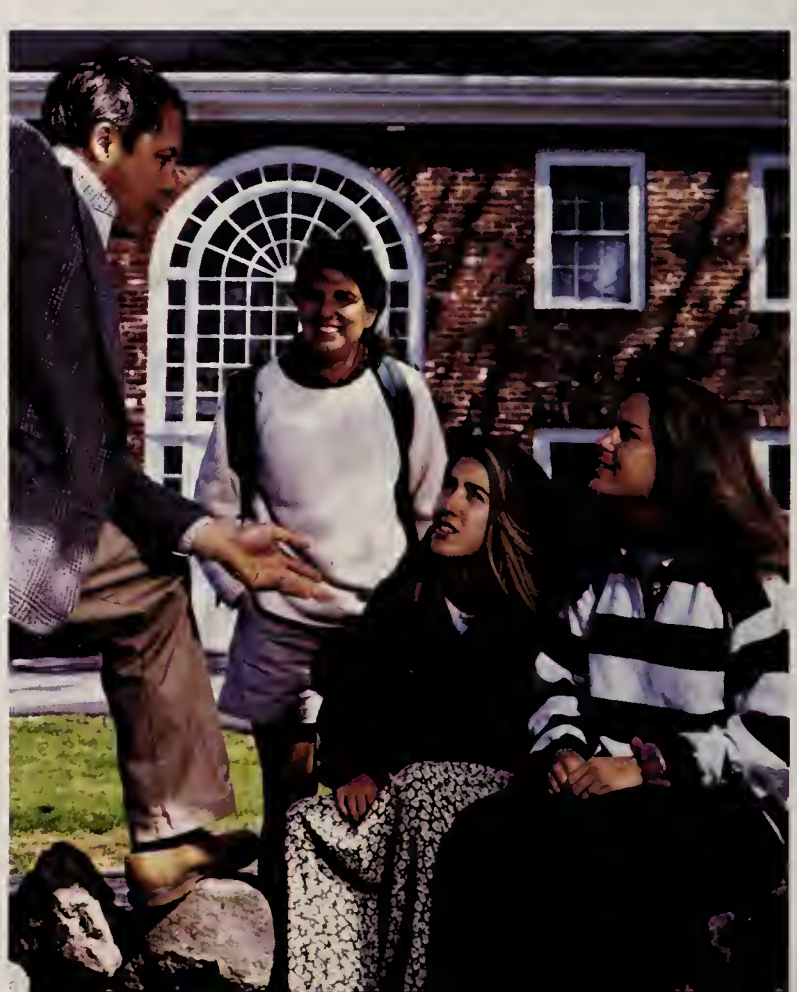
"The kick I get from teaching is intensely personal. It's the wonderful feeling of knowing a student has enjoyed working with me, both of us feeling pride in accomplishments that we attribute, gratefully, to each other."

William Quigley
Department Chair, History

Since the time of Master Samuel Moody, the Academy's first schoolmaster, Governor Dummer Academy has maintained and nurtured a tradition of excellence among its faculty members. That tradition comprises three integral parts that all adhere to exceptionally high standards: academics, personal integrity and generosity of spirit.

Diverse in their talents and varied in their interests, the 62 men and women of the GDA faculty perform a variety of roles. In addition to being classroom instructors, they are dormitory parents, coaches and advisors. In a larger sense, they are leaders in this community of learners — the guides, mentors and advocates, dedicated to the advancement of Governor Dummer's students.

The master teacher's commitment to GDA students does not end at the close of the academic and athletic schedules each day. Because 80 percent of the faculty members live in the dormitories and nearby faculty housing, they remain constantly available to their students and advisees. This constant presence, central to the GDA master teacher tradition, fosters the Academy's strong sense of community.



Just as Governor Dummer Academy strives to challenge its students intellectually, it likewise challenges its faculty members to continue and expand their educations — a practice that both enhances GDA academically and sets a positive example for students. Thirty-eight master teachers currently hold advanced degrees; most, with the Academy's support and encouragement, are pursuing further studies in their areas of expertise.

Governor Dummer Academy is dedicated to maintaining — and continuing to build — its fine faculty. Recognizing that the task of attracting top men and women requires GDA to compete with other highly regarded institutions, the Academy's trustees, during the past decade, have constructed a dozen new faculty homes and apartments. Moreover, they have created three new faculty chairs and allocated more than $5 million from the Academy's recently completed capital campaign for the enhancement of faculty salaries.

"It's a wonderful life that I get to lead: my role as teacher constantly provides me with teaching opportunities and, more importantly, learning opportunities. Life with our students is never tiresome (tiring *certainly as I try to keep up with their energy and enthusiasm); I always feel challenged as I try to answer the hows, whys and whens of their questions, which lead me to new answers and questions and allow us to share new experiences as a class, a dorm or a team."*

Elaine White
Department Chair, English

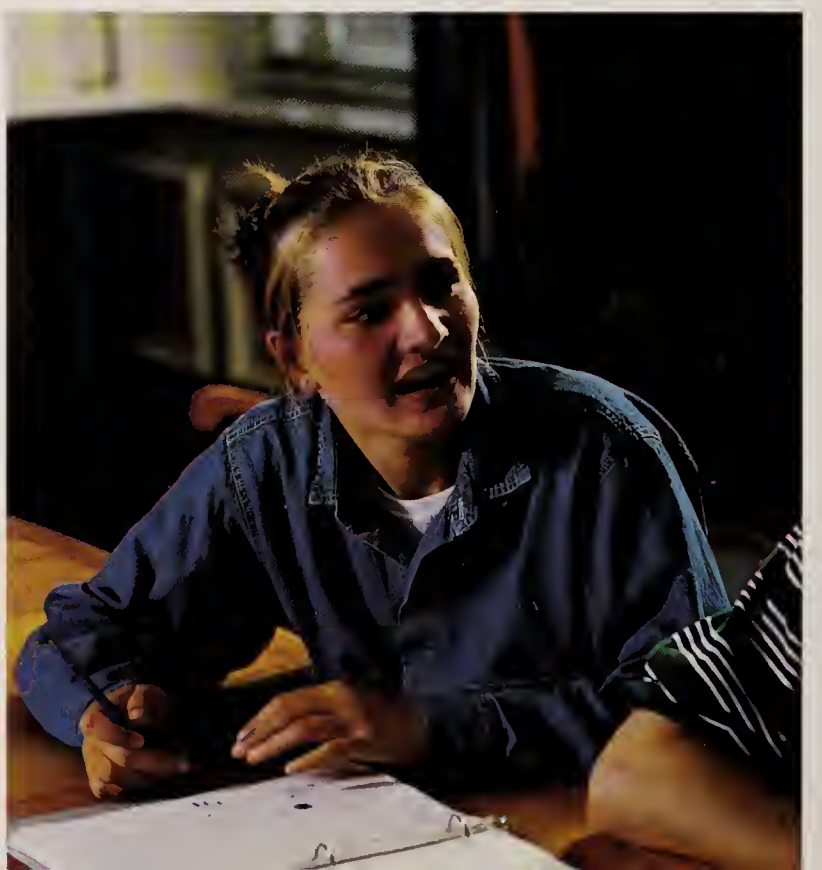
Academics

The Thorndike Hilton Cup was established by Governor Dummer Academy's Class of 1919 in memory of their classmate, Thorndike Hilton. It is awarded each year to the ranking scholar in the senior class.

Governor Dummer's academic program reflects the Academy's emphasis on providing both the substance and structure to prepare students for college. The Academy's core curriculum equips students with a solid liberal arts education in classes that consist of approximately 12 students each. In addition, GDA offers a variety of collateral courses designed to spark and satisfy students' interests. (A full listing of courses is included in this catalog.)

At Governor Dummer Academy, the emphasis is on teaching students, rather than merely teaching subjects. This educational model, which values each student's comprehension, is supported by a recent, intensive, two-year internal study. The results of that study include a re-assertion of GDA's long-held belief that mastery takes precedence over coverage in the classroom. Class periods, therefore are 60 and 90 minutes to allow for greater subject mastery, collaborative learning and student-teacher interaction.

Classes meet Mondays, Wednesdays and Fridays or Tuesdays and Thursdays to compensate for the longer class periods. Combined with the Academy's longstanding tradition of close student-faculty relationships, this program enhances learning at GDA while preparing students for their transitions to college life, in which self-reliance is essential.



Governor Dummer's master teachers have found that students learn more readily when they are challenged, coached and allowed to discover facts through hands-on work in many subjects. This fact has been demonstrated clearly by the Academy's recent successes in the sciences and its Collaborative Learning and Sophomore Writing programs.

Unique to GDA's curriculum is the SCIENCE 2000 program, an interdisciplinary course developed jointly by the Academy and Tufts University. The program, required for all freshmen, exposes students to biology, chemistry and physics, with emphasis on laboratory work, environmental field work and computer literacy.

The Academy offers honors, accelerated and Advanced Placement courses in English, science, mathematics, U.S. history, studio art, French, German, Spanish and Latin. Successful completion of these courses often allows students to register for upper level college classes upon enrollment.

Each student normally carries five subjects — five major courses or four major courses and a one semester course. The course selection process is a joint effort that involves the student, his or her parents, advisor and the Academic Dean. Each student's strengths, abilities and needs are considered carefully to determine the best possible course of study for him or her.

Students must successfully complete the following core courses in order to receive a Governor Dummer Academy diploma:

four years of English

three years of mathematics

three years of a foreign language

two years of history

two years of science

one year of Introductory Fine Arts

a one semester fine arts course

"As an exchange student, I had planned to spend only one year at Governor Dummer, but I liked the community and the classes so much that I decided to go back for another year. Also, when I went back home and visited classes there, I found I was at least a half a year ahead of my former classmates!"

Savina Sasserath '95
Moenchengladbach, Germany

Students meet weekly with their advisors to discuss their progress in both academic and non-academic areas. At the conclusion of each of the school year's four quarters, advisors send students' grades and teachers' reports to parents. This close, personal attention to each student's academic, athletic and social advancement ensures that individual requirements are met, and that potential weaknesses are prevented from becoming problems.

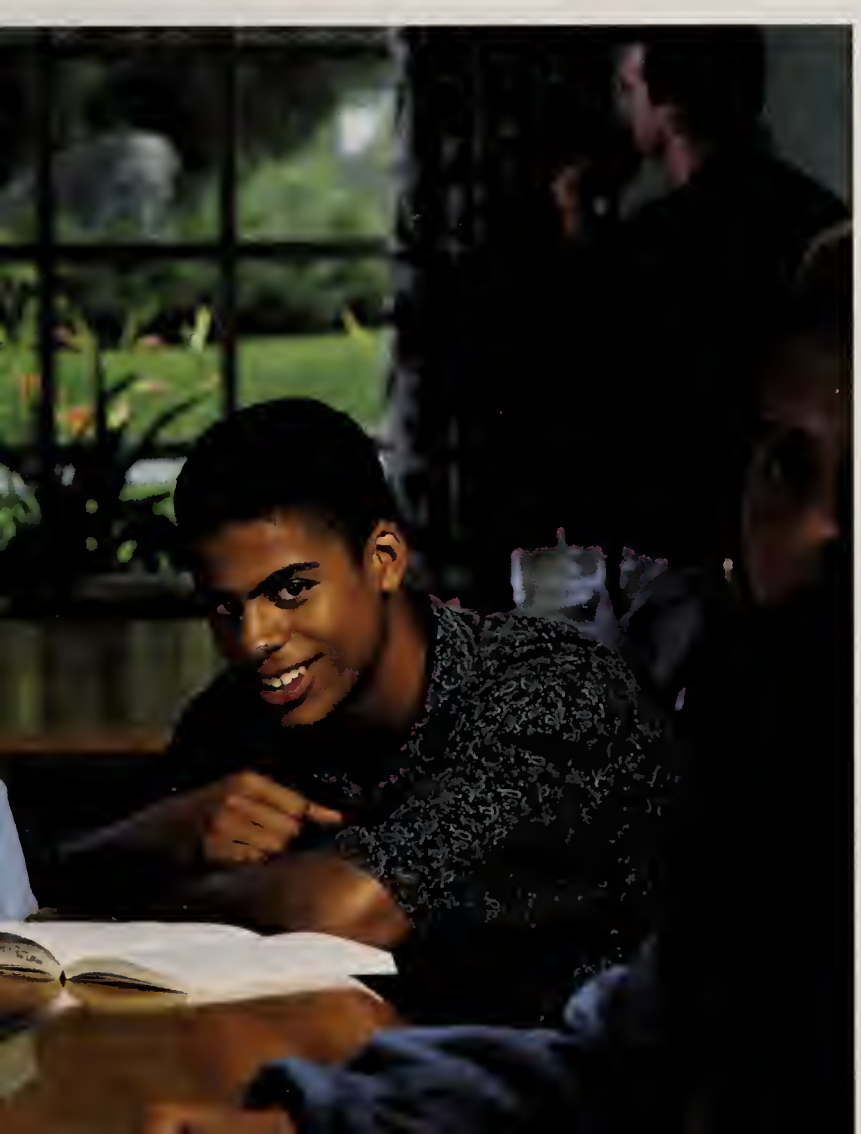
The Academic Dean publishes the names of students whose successful efforts have earned them the distinction of being on the honor roll and high honor roll. Since 1934, Governor Dummer Academy also has been a member of the Cum Laude Society, which is modeled on Phi Beta Kappa and recognizes true scholarship. Headmaster Peter W. Bragdon, president of the GDA chapter, inducts top ranking seniors into Cum Laude each year, based on their outstanding academic work.

"At Governor Dummer, I never saw myself as a first-generation immigrant from China, but as a member of a diverse student body who offered his own part of the world to the community. I enjoyed Governor Dummer because it offered me not only small classes and excellent facilities, but also the warmth of a community."

Chunbai Zhang '94
Haverford College

The Academy's academic facilities are located in six classroom buildings. The Schumann Science Center houses lecture rooms and laboratories for the study of biology, chemistry, physics and earth and marine science. The Academy's science computer facility is headquartered in nearby Noyes Library. Parsons Schoolhouse is the locus of GDA's mathematics and foreign language departments, containing the Wang-Goodhue Computer Center, the language laboratory and classrooms. The history and English departments are centered in the Frost Building, which also contains GDA's 18,000-volume main library (with access to several million more volumes through computer database technology), microcomputer-based writing laboratory and Academy archives.

The Kaiser Visual Arts Center houses the Academy's photography lab and art and ceramics studios, in addition to the Carl Youngman Gallery, where student and professional work is displayed. The Thompson Performing Arts Center contains GDA's auditorium, music practice rooms, electronic music studio and studio/classroom for jazz band and music history and theory classes.



The Arts

At Governor Dummer , every student is encouraged to explore his or her creative potential, to discover untapped resources of artistic talent and thereby achieve greater self-awareness and confidence. This process begins with a thorough exposure to a broad variety of arts, both visual and performing.

Governor Dummer Academy has long maintained that a thorough exposure to the arts is an essential part of a secondary education. The Academy offers a rich and diverse selection of courses in the visual and performing arts, including both required and optional studies.

All freshmen take a basic survey course, Introduction to the Fine Arts, which exposes students to a different artistic discipline each quarter while stimulating their continued interest. An additional one semester arts course is required for graduation, although — with the Academy's encouragement —students often pursue further artistic interests on an extracurricular basis.

In the field of performing arts, students may select among courses including music history and theory, electronic music and improvisation, as well as voice and dance, all taught by conservatory-trained instructors. A two-semester independent study in the performing arts also is offered for students demonstrating special interest. Several times during each academic year, the Academy hosts performances by GDA student groups including "The Big Wind" and "The Slight Breeze" jazz bands, the Academy Chorus and the Academy Chamber Ensemble. The Music Guild, a student-organized group, produces several additional concerts annually on campus.

"The music program at Governor Dummer offers a broad variety of musical opportunities for all students, from Jazz Band to Chamber Ensemble to optional individual lessons. It gave me an opportunity to pursue my musical interests and lead a group. It's great, whether you just enjoy music or you plan to minor in it in college, as I do."

Rahul Sivaprasad '94
Whittier College

Courses offered in the visual arts include art history, studio art, ceramics and photography, in addition to a two-semester independent study. The Kaiser Visual Arts Center is the heart of visual arts activity at Governor Dummer, providing separate studios for each of the three major disciplines. The center is available throughout the week and weekend so that students may continue to explore their talents during off-hours.

The Carl Youngman Gallery, located in the Kaiser Visual Arts Center, presents several student and professional exhibits each year for the instruction and enjoyment of both the GDA community and the public.

Energetic and talented thespians find expression at Governor Dummer through three major theatrical productions each year. Fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior who has demonstrated interest, ability and commitment to dramatics. Recent and acclaimed GDA productions have ranged from works by Sophocles and Edward Albee to Cole Porter.

In recognition of the fact that dramatics provides important training in collaborative work — for actors and technical crew alike — participation in productions is offered as an alternative to athletics in the Governor Dummer Afternoon Activities Program.

GDA students also pursue their dramatic interests off-campus, through working with local professional groups including the various members of the Newburyport arts community. They may also attend professional performances in Boston on a regular basis.

Athletics & Afternoon Activities

While the general areas of activity differ widely from one another, there is an important element that they share: All teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school.

Afternoons at Governor Dummer Academy are reserved for activities that take place outside the classroom, but are nonetheless integral to the complete GDA education.

Governor Dummer offers a wide range of afternoon activities that exposes every student to athletics, dramatics, dance and community service. All students are required to participate in the afternoon program, which is designed to allow each student to experience and excel in his or her own areas of interest. The availability of options is related to each student's class level.

While the general areas of activity differ widely from one another, there is an important element that they share: all teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school.

Athletics

The Academy has long maintained a belief in the value of competitive team sports, which instill confidence and promote fitness while teaching sportsmanship and providing an important physical outlet. GDA provides a full slate of interscholastic varsity and junior varsity sports in all three seasons, including:

Fall: football, field hockey, and men's and women's soccer and cross-country

Winter: wrestling, volleyball, dance and men's and women's basketball and hockey

Spring: baseball and men's and women's lacrosse, track, tennis and golf

GDA also offers club skiing in the winter. Additionally, students with demonstrated talents in sports not specifically offered — riding and skiing, for example — may be permitted to pursue those interests after submitting proposals to the Director of Athletics.

Among the Academy's athletic facilities are the new 48,000-square-foot Carl A. Pescosolido, Jr. field house, featuring tennis, volleyball and basketball courts and a running track; Alumni Gymnasium, with its "Eagle" fitness center, training room, dance studio, wrestling room and locker rooms; the Murphy-Frost Area, housing a covered ice hockey rink, tennis courts and dressing rooms; and hundreds of acres of playing fields, including cross-country courses, tennis courts and a nine-hole golf course.

The "Governors" are coached by faculty members who engender enthusiastic sportsmanship among team members on the playing fields and pride among their schoolmates cheering from the sidelines.

"Governor Dummer gives students so many different areas in which to test themselves. Everyone has a chance to find his or her own spotlight. For some, that might be on the athletic field, while for others it might be in the classroom or on the stage. I went to GDA just to get an education; little did I know there'd be so much more!"

Rebecca Vieira '94
Harvard College

Dramatics

Like athletics, the production of the Academy's three major dramatic productions each year cultivates students' collaborative skills. The dramatics program, therefore, is offered as an alternative to certain athletic requirements.

The Academy Players' fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior class member selected for his or her interest, ability and commitment to dramatics. The group's recent productions have included everything from classic tragedy to modern comedy.

Every member of the production team takes on several responsibilities, ranging from acting and building sets to creating programs and selling tickets; all make equal contributions dictated by interest, ability and willingness to work.

Community Service

Consistent with the Academy's motto "Non sibi sed aliis" ("Not for self but for others"), GDA maintains a unique Community Service program that allows both the students and residents of the surrounding area to reap the benefits of volunteerism.

Faculty organizers oversee the program that has placed Academy student volunteers in activities ranging from tutoring homeless youths to reading to the elderly and teaching handicapped children. Each year, the Academy also hosts a Special Olympics soccer tournament, which is organized and run by students in the Community Service Program. At the conclusion of the term, students prepare individual reports on their projects, which are reviewed by the Director of Community Service.

Offered as an afternoon activity and cited as a graduation requirement for all students, the Community Service program is among the most highly regarded programs at Governor Dummer Academy.

Dance

The Academy's modern dance program, offered during the winter term, provides a popular afternoon activity that teaches coordination, kinesthetic awareness and expression as well as cooperation.

Participants in the co-educational program, which is directed by a professional instructor, practice daily in the Alumni Gymnasium dance studio. Their season is culminated with a modern dance recital performed for the GDA community in the Thompson Performing Arts Center.

Special Activity Term

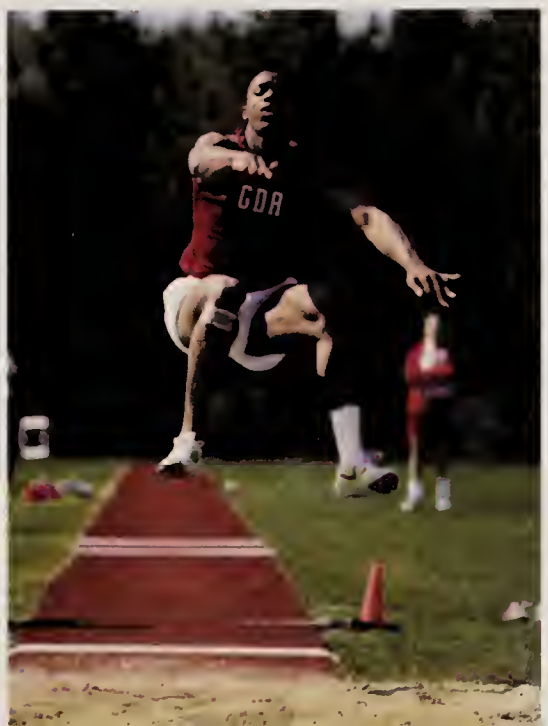
Juniors and seniors may pursue self-directed projects during two of the three seasons in lieu of athletics. Like the athletic and Community Service programs, special term activities are designed to involve students for the duration of an entire season.

These special activities, which have included environmental studies on the nearby Parker River, a study of leadership development and various artistic endeavors, are selected before the start of each season by students who have researched and prepared detailed proposals.

Students involved in the program meet weekly with faculty advisors and maintain detailed journals on their projects. The Director of the Afternoon Activities program later reviews students' final reports, which detail the results of their work. A positive evaluation is required for graduation.

"The teachers are very helpful, always available and on campus. I have met so many people from all over the country and the world whom I don't think I would have met if I hadn't gone to GDA. Since I have been separated from my family and friends in Sarajevo, I have really come to value the support and sense of family that is such a part of Governor Dummer Academy."

Ksenija Topic '95



Life in the GDA Community

The Morse Flag was first awarded at Governor Dummer Academy's 150th Commencement on June 9, 1913. It has been awarded each year since then to a senior whose record in all respects has met with the highest approval of the faculty.

According to the trust established by the late Rev. Glenn Tilley Morse, a long-time friend and trustee of the Academy, a new flag is provided each year in order that the flag that has flown over the school during the past year may be given to a member of the graduating class.

Attending Governor Dummer Academy means becoming a member of a close-knit community of students and faculty members who share activities ranging from breakfast to evening study hall each day.

The Academy community operates on a seven-day day schedule and places a high priority on participation and achievement by all of its members. Boarding and day students learn to manage their time and plan weekdays and weekends to allow adequate time for academics, extracurricular interests and leisure activities.

The entire school convenes each day at 7:45 a.m. for announcements, presentations and acknowledgments at Morning Meeting. On Wednesday mornings, the community meets in the Moseley Chapel for a brief talk by a student, faculty member or guest speaker. Rather than a worship service, this is a time for the sharing of ideas, feelings and beliefs.

The academic day begins at 8 a.m. and continues until 3:05 p.m. It is followed by the various components of the Afternoon Program, including athletics, dramatics and community service.

After dinner each evening, there is a two-hour activity period in which many of the Academy's clubs and organizations hold regular meetings. The library and arts and computer facilities are all open during this time so that students may work or explore personal interests.

An evening study hall, with quiet hours starting at 7:00 p.m., follows the activity period Sunday through Friday. Students work at their desks in their dormitories under the supervision of dormitory parents and student proctors. Study and bed times are determined by grade level.

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Community. Throughout the year there are various optional and compulsory academic, social, cultural and athletic events on campus. On Friday evenings, students often attend the theatre and symphony in Boston, fulfilling their GDA Humanities requirements. Other students may take in a cultural event in Newburyport or remain on campus to enjoy a concert, play, film, lecture or other presentation. Several times each year the Carl Youngman Gallery in the Academy's Kaiser Visual Arts Center hosts Friday night receptions for new art exhibits.

"I really appreciate Governor Dummer's 'homey' atmosphere. More than once, I've been in a crisis and I've run to a teacher for help and encouragement. The family-oriented campus makes Governor Dummer my home away from home."

Naomi Odell '96

Regular academic classes are not held on Saturday mornings at GDA in order to provide "hands-on" time for special interests. The photography lab and ceramic and art studios are open then, as are the music rooms and the Academy's computer facilities. Drivers' education and typing classes are available at those times. Students also may chose to take GDA shuttle vans to nearby Newburyport.

Most students spend Saturday afternoons participating in or viewing the Academy's athletic contests, held both on campus and at other New England schools. Saturday night activities are planned by the students' Social Committee, and regularly include dances, films, plays and talent shows.

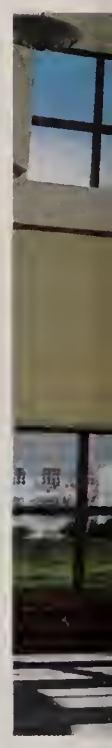
Among Governor Dummer's unique traditions is the Saturday night open house at the headmaster's residence. Headmaster and Mrs. Bragdon open the historic 1713 Mansion House to the entire GDA community for ping pong and pool in the basement, chess and Trivial Pursuit in front of the living room fireplace, an old movie on video in the study and pizza, ice cream and conversation around the kitchen table.

Sundays at Governor Dummer Academy have less formal structure than other days, and students spend their time alternately relaxing, pursuing personal interests and preparing schoolwork for the week. Faculty members routinely use Sundays to take students on informal trips to Boston, New England ski areas and other nearby points of interest. The master teachers also drive students to local religious services of various denominations.

Boarding students discover that life in the dormitory provides an additional avenue for personal growth. Dormitories become second homes, places where students and faculty members from diverse backgrounds share friendships that evolve naturally from living closely and cooperatively. Students derive a new appreciation for trust, responsibility and respect through the dormitory experience, which also is extended to day students who wish to spend occasional weekend nights at GDA.

Students in all grade levels who are interested in taking on leadership roles find ample opportunity within the Governor Dummer community. The Academy runs on the commitment, energy and example set by student leaders who are Community Council and Student Union officers, dormitory and library proctors, editors of the yearbook, newspaper and literary magazine and chairs of clubs and organizations. Each of these organizations has a faculty advisor who can help provide guidance and direction for group activities. Among the clubs and organizations at GDA are:

The Academy Singers
Amnesty International
Art Club
Chapel and Convocation Committee
Community Council
Community Service
Computer Club
Cricket Club
Cum Laude Society
Drama Club
Food Committee
French Building Proctors
French Club
German Club
The Governor (newspaper)
Governor Dummer Academy Honor Society
Governor's Brass Quartet
International Club
Jewish Fellowship
The Milestone (yearbook)
Mansion House Proctors
Outing Club
Peer Tutoring Club
Photography Club
Project Reach-out
Red Key
Ski Club
Smith & Company Dancers
Social Committee
Spanish Club
The Spire (literary magazine)
Theater Club
Thespian Society
Tour Guides



Rules at Governor Dummer, as in any society of individuals with diverse interests, are vital to the effective functioning of the community. Students learn that their adherence to the community's rules determines the climate and tone of their school. Of the six major school rules, paramount at GDA is the honesty rule, which demands complete integrity in all matters, personal, academic and social. The other major rules, governing more specific conduct, carry significant weight; transgression of any of these can lead to dismissal from the Academy. These and other specific regulations are detailed in the Student Handbook, which every GDA student receives.

Guidance and Health Care

Governor Dummer Academy recognizes that students' needs sometimes encompass more than academics, athletics and extracurricular activities. The Academy therefore maintains a broad support system that encourages students to share their personal issues with their teachers, dormitory parents, peers and advisors in an atmosphere of warmth and confidentiality.

As advisors, GDA faculty members are mentors, confidants and advocates who make themselves available to all students. In addition to the formal advisor system, under which students and faculty members meet regularly, students may find help through the Academy's Counseling Group, which is composed of several experienced and trained faculty members led by the Director of Counseling.

Governor Dummer's Big Brother/Big Sister Program forges important links among peers and assists incoming students in adjusting to their new environment. Senior dormitory proctors, chosen for their responsibility, sensitivity and generosity, also help in guiding students through the inevitable conflicts of adolescence.

The Director also conducts regular seminars in human relations and sexuality, drug and alcohol abuse, divorce and eating disorders.

The Academy also maintains the Duncan Health Center, which is staffed by registered nurses 24 hours each day, to meet students' medical needs. The 12-bed facility permits initial evaluation of health questions at all times.

The school doctor makes regularly scheduled visits to the Academy three days a week for problems that do not require emergency care, and is available at all other times. If conditions require further attention students are taken to the Anna Jaques Hospital in nearby Newburyport.

"Governor Dummer Academy was the perfect choice for our children. It has exceeded all our expectations."

George and Coreen Scharfe with their daughters Kirsten, Molly '95 and Gretchen '95.

College Counseling

When Governor Dummer Academy was founded in 1763, the process of college admissions was simplified by the fact that choices were limited to a small handful of schools. More than two centuries later, Governor Dummer maintains a full-time College Counseling Office to guide students through the myriad choices available to them in higher education.

The Academy has maintained its tradition of preparing students academically and socially for college for more than two centuries. During that time, the number, variety and geographical diversity of colleges attended by GDA graduates has increased dramatically.

In order to meet the highly specialized demands of college admissions, Governor Dummer Academy maintains a full-time office staffed by professionals well-versed in that field. The college counseling office is overseen by Director of College Counseling Janet Adams-Wall, who has nearly 20 years experience working with students, parents and faculty advisors to evaluate individual academic progress and guide students toward their college and career goals. As a dormitory parent, student advisor and advisor to the various clubs and organizations on campus, Ms. Adams-Wall remains close to the students throughout their GDA careers.

Students have their first formal consultations with the Director in the junior year, when individual conferences are arranged for students and parents. After a careful assessment of the student's progress, the Director recommends consideration of several colleges and courses of study appropriate to the individual's needs and ambitions.

Several times during the year, the director meets with the entire junior class to discuss college admissions, plans and strategies. Each student is given a copy of GDA's College Counseling Handbook, which describes the admissions process and answers students' questions about College Board Examinations, interviews, recommendations and related subjects. A College Day program, featuring a prominent college admissions officer as guest speaker, is presented for the benefit of students and their parents. Students also attend a college fair, where they meet with representatives from highly selective colleges, in the spring of their junior year.

In the fall of the senior year, students begin applying to the colleges they have selected. The Director guides the seniors through the completion of this process, remaining available for further consultation to ensure that each student matriculates at a college that suits his or her specific needs.

More than 100 representatives of colleges and universities around the world visit the Academy annually to meet with Governor Dummer students and offer further admissions and curriculum guidance. GDA also maintains a college resource center that includes a computerized database offering information on colleges, occupations and financial aid. A laser network, providing videotaped views of more than 200 college campuses, compliments the Academy's extensive library of college catalogs and viewbooks.

"By empowering me with confidence, courage and a keen respect for diversity, Governor Dummer Academy taught me at a young age that I had the ability to make positive and significant differences in the lives of others. The GDA faculty gave me the confidence to form my convictions and develop my own theories while preparing me for the rigors of law school."

Kara Moheban '88
Boston University Law School

GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS

ESTABLISHED 1763

The oldest college preparatory boarding school for boys in America, Governor Dummer Academy was founded in 1763 through the will of Massachusetts Bay Colony Lieutenant Governor William Dummer. Co-educational since 1971, the Academy is a community of learners in which a carefully designed curriculum prepares students for success in college and continued learning throughout their lives. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individualized attention. Underlying these goals is the Academy's deep commitment to community service articulated in the GDA motto: "Non sibi sed aliis — Not for self but for others."

PARKER RIVER
Thurlow's Bridge
Ocean (4 miles)
Farmhouse
Evans Cottage
Morgan Tower
Morgan Cottage
La Factorie
Whipple Field
MIDDLE ROAD
Parking
Huggins Track & Field
Nannie B. Philips Dorm
Boynton House
Carl A. Pescosolido, Jr. Field House
Murphy-Frost Arena
Morse Field
Navins Field
Sager Bowl
Perkins Dormitory
French Student Center
Parking
Frost Classroom
Little Red School House
Kaiser Visual Arts Center
Thompson Performing Arts Center
Bookstore
Sunset Hill
Moody House
Frost Library
NEWBURYPORT TURNPIKE (U.S. RT.1)
Phillips Building
Parking
The Milestone
1708
The Mansion House
Noyes House (faculty)
Moseley Chapel
Parsons Schoolhouse
Commons
Peirce Hall
Schumann Science Center
Noyes Library
Footbridge
Duncan Health Center
Mason Cottage
Navin Home
FACULTY LANE
Ingham Dormitory
ELM STREET
To Boston (33 miles)
Eames Dormitory
GOLF COURSE
Mercer Home

Curriculum & Course Descriptions 1996-97

Academic Requirements for Diploma

I. *Credits*

A. Successful completion of 16 credits including required courses

B. Two-semester majors = 1.0 credit; minors and one-semester majors = 0.5 credit.

C. Transfer credits require approval of the Academic Dean.

D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

II. *Distribution Requirements**

A. English - courses 11-12, 21-22, 31-32 and one in each semester from the 40s series

B. Mathematics - courses 11-12, 21-22 and 31-32 or 35-36

C. Social Studies - U.S. History and a two-semester course prior to U.S. History

D. Foreign Languages - courses 11-12 and 21-22 in any one language. Courses in 11-12, 21-22 and third-year in any one language for students enrolled in the Class of 1999 and thereafter.

E. Sciences - two two-semester majors (including Science I if entering freshman year) and SC 10 Health, if entering freshman or sophomore years

F. Fine Arts - Introduction to the Fine Arts in freshman year; thereafter, one course in art, ceramics, music, photography or theater

III. *Minimum Credit Load Per Year**

A. freshman year - 5.5 credits

B. sophomore year - 4.75 credits (20 percent of class carry 5.5)

C. junior year - 4.5 credits (85 percent of class carry 5.0 and 10 percent carry 5.5)

D. senior year - 4.5 credits (55 percent of class carry 5.0 and 20 percent carry 5.5)

IV. *Other Requirements And Constraints**

A. Participation in the Humanities and Community Service programs is a diploma requirement.

B. Programs for sophomores, juniors and seniors must include at least four major courses in each semester. The freshman year program is fixed at five major courses and one minor course.

C. Seniors must pass all year-long and semester-length courses regardless of total credits accumulated prior to the senior year.

D. In year-long courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.

E. Students may not drop without penalty, change or add courses after three weeks into any semester. Seniors may not drop any second-semester course after January 1st (earlier for Early Decision acceptances).

F. Two-semester courses and Language 31-32, 41-42 and 51-52 may not be discontinued at midyear or during the summer except by graduation.

G. Any student not meeting minimum academic achievement standards as outlined in the student rule book is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.

****Note:** *Exceptions to these specific requirements can be made only by the Academic Dean, who consults with the Department Chair and the Advisor, upon written petition from the student and family.*

Course Offerings And Explanatory Notes

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to juniors and seniors considering participation in the Senior Spring Projects Program.

Course designations consist of a course number and a descriptive title, such as MA 21-22: Geometry. An odd number is generally offered only in the fall semester, even numbers in the spring semester. A course with a single number, such as HS 41: Chinese History, is a complete course in one semester. A two-number course, such as SC 21-22: Biology, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are major courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as minor courses (0.25 credit per semester).

Special Sectioning

The Governor Dummer curriculum does not use "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for students with outstanding strengths and high motivation.

Accelerated sections exist in the science and foreign language programs. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, and the course therefore assumes more knowledge than the regular sections.

Honors sections in upper-level mathematics signify more demanding sections of these courses. The "honors" designation in science must be earned by selection and enrollment in special seminars (EN 81-82 and HS 81-82) concurrent with the regular course.

Many courses at the upper levels are designated as **Advanced Placement (AP)** courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges through rigorous courses to able and ambitious students. It also provides a means of recognizing outstanding commitment and achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. All students in AP courses are required to take AP exams. Those courses that traditionally produce students who succeed on the exams are designated as AP courses.

Students are selected for special sections on the basis of past achievement and evidence of commitment to learning, tested ability, departmental recommendations and student requests. When a special section is oversubscribed, the department chair and Academic Dean review the list for final enrollment decisions. On occasion, a scheduling conflict may preclude a particular student's participation in a special section.

College Entrance Requirements

Since most Academy students plan to attend college, college entrance requirements must be kept in mind in selecting courses. In many instances, especially at the highly selective colleges to which many of our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. The College Handbook and the catalogues of the individual colleges are sources of information, as are the

departmental notes throughout this book.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum; to take the extra history course, to be sure to include a laboratory science in the junior and senior year and, when possible, to qualify for inclusion in accelerated, honors or AP sections.

Since many colleges require candidates to take the SAT II Subject Tests (formerly called Achievement Tests) - in addition to the SAT I - in at least three different areas (usually English; mathematics; and one in foreign language, American or European history or science) by December of the senior year, courses should be chosen with this in mind. Our students normally take these on two dates: in June of the junior year and in December of the senior year. A few sophomores find it advantageous and are advised to take one or two SAT II Subject Tests upon completion of the appropriate courses.

Choosing A Program Of Study
Decisions concerning the selection of courses — made in consultation with the student's advisor — must account for the factors mentioned above. Choices made at the end of the freshman and sophomore years have a very important impact in the two crucial years -junior and senior - in the college admission process.

English Department
EN 11-12: Freshman English (two semesters) This course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature is organized around two core books: *The Odyssey* in the first semester, and *Romeo & Juliet* in the second semester. Students will study other genres of literature, particularly poetry, short stories and the novel, in conjunction with the exploration of themes of family, adolescence and honor in *The Odyssey* and *Romeo & Juliet*. Students will also study vocabulary weekly, a practice that will continue through a student's four years at Governor Dummer. Students will take vocabulary competency examinations three times during the year. Students will practice writing critical analyses, personal and creative essays, plays and poetry through weekly compositions. Grammar will be studied formally and prescriptively through exercise correction and rewriting of student essays. Competency examinations in grammar will be given in this course, and will be repeated in varying forms and at varying periods throughout a student's four years of English.

EN 21-22: Sophomore English (two semesters) The first semester of this course will be devoted almost entirely to composition practice and development. Formal and prescriptive work in grammar and punctuation will be combined with workshop techniques in process writing to encourage peer criticism, prewriting, rewriting and conferencing with teachers. Students will study and practice the form of the argumentative essay throughout the year. Students will be expected to pass a competency persuasive essay paper as part of the first semester exam. During the remainder of the year, students will undertake the study of two literary genres — poetry and drama. Lengthy assignments in outside reading will broaden through literature students' consciousness and desire to read. Competency examinations will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and structural irregularities. In addition, students will take vocabulary competency examinations three times during the year.

EN 31-32 Junior English (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, and irony; and it introduces longer and more complex examples of the genres studied in sophomore year (poetry and drama). In particular, drama is examined for its theatrical, as well as literary value. In addition, the first semester explores the theme of growing up in America, through the novels, short stories, poems and essays of a variety of American authors, including Stephen Crane, Annie Dillard, Ernest Hemingway, Amy Tan, Alice Walker and Richard Wright. .

Senior English To fulfill the English requirement, each senior will select one fall- and one spring-semester course from those listed as the 40s series on the pages that are produced separately in the month of May. These courses are designed by individual senior teachers to deepen the study of a particular writer, theme, genre or historical period, and a number of them are new each year. Samples of past courses are printed below:

Creative Writing Workshop Although students will be asked to write, initially, in each major form - the poem, short story, drama and essay - they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring, an anthology including the best of each student's writing will be published.

A Foray Into Modernism What's going on in the twentieth century? Is the "self" finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism," we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We also will investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Conrad, Yeats, Hardy, Eliot, Joyce, Woolf, Beckett and Owen.

Students also will take vocabulary competency examinations three times during the year.

Because of scheduling difficulties, first and even second choices are not always possible to arrange; the four priorities for each semester should be clearly indicated on the student's special Senior English registration sheet in May.

EN 51-52 AP Senior English (two semesters) This course is designed as a first-year, college-level English course. Students will study extensively and intensively a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twentieth century. By confronting challenging reading and writing assignments, students will learn to become skilled, mature, critical readers and to become practiced, logical, succinct writers. Students must maintain a B+ average in Junior English to be eligible to take this course. It will meet for an additional class period each week, and there will be additional reading during the summer and other vacations. Students must sit for the AP Literature and Composition exam in May. Students also will take vocabulary competency examinations three times during the year.

Mathematics Department

The core program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments and first exposures to functions, graphing, problem solving and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations and experience applying appropriate concepts and strategies in given situations.

MA 11-12: Algebra I (two semesters*) This is a logical development of a first course in algebra - the foundation - emphasizing basic concepts, understanding and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations and inequalities.

**A special section of MA 11 will be offered in the spring semester for those requiring a fresh start in Algebra I. Students will be required to complete MA 12 during the ensuing summer before entering Geometry (MA 21-22) the next September.*

MA 21-22: Geometry (two semesters) Students are introduced to Euclidean Geometry in this course. The challenge of solving problems using the components of deductive structure and employing traditional, coordinate and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

MA 31-32: Algebra II with Trigonometry (two semesters) This is an intermediate course that redevelops the concepts of MA 21-22 and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real and complex number systems; and introductions to exponential, logarithmic and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to solving real world applied problems. (Students are ready for the Math Level I Achievement Test after MA 32.)

MA 35-36: Honors Algebra II (two semesters) This honors course offers deeper coverage of the topics considered in MA 31-32 and introduces sequences, series and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation. Students are ready for the Math Level II Achievement Test after MA 36.)

Placement in all higher mathematics courses is decided by the department.

MA 41: Finite Mathematics (fall; half-credit; not offered in 1996-97) Topics from linear functions and relations, elementary matrix algebra, and linear programming - both graphical and Simplex methods - are investigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Precalculus) but for whom more mathematics will be useful in business and social science studies. A traditional precalculus course probably should follow this course prior to the study of calculus in college. (Seniors only. Students are ready for the Math Level I Achievement Test in the winter.)

MA 42: Probability and Statistics (spring; half-credit; not offered in 1996-97) Through the study of elementary combinatorics, probability, and descriptive statistics students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with "evidence" for taking their positions. (Seniors and those juniors who complete MA 32 in the fall. Students are ready for Math Level I Achievement Test in June.)

MA 43-44: Algebra III (two semesters) This course is intended for juniors and seniors who have already completed Algebra II but need strengthening and reinforcement before the Mathematics Department deems them ready to proceed to pre-calculus. Topics in algebra, trigonometry, probability and statistics will be explored, as well as other special mathematical projects. (Students are ready for Math Level 1 Achievement after MA 44.)

The two pre-calculus courses — MA 45-46 and MA 47-48 — continue the traditional route from arithmetic through algebra and analysis to calculus, either in high school or college. Pre-calculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I Achievement Test if taken in December, and Math Level II Achievement Test at the June session.

MA 45-46: Pre-calculus (two semesters) The traditional route, this is a review and extension of material from the first three courses: algebraic structure and proof, elementary functions, conic sections, sequences, binomial theorem and mathematical induction and elementary probability. Introduction to the ideas of calculus is also included. This first course beyond the Academy's requirement is strongly encouraged as the goal for all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities as well as those aspiring toward the sciences or mathematics. (MA 51-52 is the usual sequel.)

MA 47-48: Honors Pre-calculus (two semesters) This honors course offers deeper coverage of the material developed in pre-calculus, along with additional topics. The elementary functions are completely explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates and vectors will be included in the course. In the last third of the course, students will start AP calculus and complete differential calculus of polynomial functions. (AP Calculus is the usual sequel.)

MA 51-52: Applied Calculus (two semesters) The target audience for this course includes those students who have completed the pre-calculus course but are not deemed ready for the Advanced Placement Calculus courses (below) or have chosen not to take on the extra commitment implied in the Advanced Placement courses. Topics covered will be introductory limit theory, continuity, differential and integral calculus of elementary functions and graphing. An emphasis will be placed on applied real-world problems from business, physical science and life sciences. (MA 45-46 or MA 47-48 is a prerequisite.)

MA 53-54: AB-Calculus (Advanced Placement; two semesters) This introduction to calculus includes analytic geometry, introductory limit theory and continuity,

differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and economics, physical sciences and life-sciences. (MA 47-48 is the usual prerequisite. The Advanced Placement Exam administered in mid-May is required.)

MA 57-58: BC-Calculus (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus and not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors and parametrics. (MA 47-48 or MA 53-54 is a prerequisite. The Advanced Placement Exam administered in mid-May is required.)

MA 61-62: Advanced Topics in Mathematics (two semesters; minor course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from calculus and problem solving. In this way the student's background will be broadened before beginning a major in mathematics.

MA 63-64: Advanced Topics in Mathematics (two semesters; major course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from calculus and problem solving. In this way the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.

CS 20 Topics in Computers (fall; half-credit) This course examines computers as tools for the mind: It is an extension of the mind that allows humans to be more productive and more inquisitive. Incorporating the history, anatomy, uses and misuses of computers, the course's lectures will cover the evolution and design of computer hardware, while an integrated lab will introduce students to the major software tools that can benefit their academic, personal and career efforts. Emphasis will be placed on microcomputers, with focus on word-processors, spreadsheets and graphics. (Sophomores, juniors and seniors; enrollment limited to 14 each semester)

CS 40: Pascal Programming (spring; half-credit) This is an introductory course in computer programming using the Pascal language on the Macintosh computer. The course covers such topics as top-down design, modularity in program, repetitive and conditional execution, parameter passing, recursion and some sorting techniques. The focus of the course will be structured programming style. Some discussion on the problems and limitations of numerical applications using the computer will be included. There are no prerequisites for this course, but it is essential that the student be familiar with the concepts of algebra. (Sophomores, juniors and seniors; enrollment limited to 14 each semester)

Notes:

1. *The Mathematics Department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business degrees will need to study mathematics in all four years.*

2. *Placement in courses subsequent to Geometry will be determined by the Department's recommendation. Exceptions require written permission of the chair and current teacher.*

3. *Students who have completed pre-calculus (MA 45-46 or 47-48) are advised to take the Math Level II Achievement Test. Those who are only halfway through pre-calculus or at the end of Algebra II and Algebra III are advised to take the Math Level I Achievement Test. Those who have not completed Algebra II are not fully prepared for either test.*

4. *Very strong students of Algebra I (B+ or better) who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the sophomore year with the approval of the Advisor, the Department Chairman and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II when trying to accelerate a full year in the mathematics program.*

5. *Students completing the mathematics requirement prior to the junior year who wish to terminate MA 43-44 or the study of mathematics must earn departmental approval on Level I Achievement or enroll in MA 45-46. Only very special circumstances would warrant approval of termination of mathematics study before senior year.*

6. *Students enrolled in any of the following upper-level courses may not discontinue these yearlong commitments at semester break in January: MA 43-44, MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 57-58, MA 61-62 and MA 63-64.*

7. *Students will be required to have a scientific calculator (e.g., Casio fx-115D) throughout the mathematics program. Beginning with MA 31-32, they will be required to use an advanced scientific graphing calculator made by Texas Instruments - the TI 82. Computer software packages in spread sheets, graphing programs and statistics programs also will be woven into the program's curriculum.*

History and Social Studies Department

HS 11-12: Heritage and Identity (two semesters) This introductory course teaches basic skills and examines how historical heritage and personal decision-making shape values and identity. A different topic is studied in-depth each quarter: ancient Greece, ancient Rome (and their influence on Western civilization); the Holocaust (using the *Facing History and Ourselves* curriculum); and an examination of local, national and world geography that focuses on environmental issues as well as the student's own sense of roots and place. (Normally in freshman year)

HS 21-22: Modern European History (two semesters) This course selects events and themes of major importance and examines them from the perspectives of various disciplines, from historical analysis to literature and film. Films, documentaries and books, including *Animal Farm, All Quiet on the Western Front* and *Night,* will be examined. Economic and social changes resulting from the Scientific and Industrial revolutions, the rise of the middle class and labor, the Enlightenment and Marxism will be studied in the first quarter. The second quarter features the French and Russian revolutions, while nationalism, the unification of Germany, imperialism and The Great War are the focus of the third quarter. The fourth quarter will deal with totalitarianism, from Hitler to Stalin and the legacy of communism's collapse in Europe. (Normally sophomores and juniors)

HS 31-32: United States History (two semesters) This chronological survey focuses upon significant governmental, social and economic issues and developments in the nation's history. Students work from primary and secondary sources, write frequent position papers and analytical essays and research and write a 10-15-page thesis. (Prerequisite: two semesters of history. Junior or senior year)

HS 33-34: AP United States History (Advanced Placement; two semesters) This section will undertake a more intensive study of American history. The syllabus will emphasize work with documents and analytical work in political, economic, constitutional and social history of the United States. Students are required to take the AP exam in May, and to write a major

research paper. (Departmental approval is required. Junior or senior year)

All remaining History Department courses are generally limited to one section:

HS 37: Post-War America (fall; half-credit) *From Yalta to Megatrends* This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam and Watergate. We also will consider America in the '80s under President Reagan and conclude by speculating about the future. (HS 31-32 or HS 33-34 is a prerequisite. Especially suitable for American History Achievement Test preparation as a senior.)

HS 39: Women's Issues in American History (fall; half-credit) This course will chart the struggle for women's equality beginning with the colonial period and ending with the modern feminist era. Issues examined will include women's suffrage, women's educational opportunities, abortion rights and workplace equality. (Prerequisite: HS 31-32 or HS 33-34)

HS 41: Modern Chinese History (fall; half-credit) The course examines the collapse of "traditional China," the rise of Communist China and the agonies it has undergone as it has attempted to join the 20th-century world. (junior or senior year)

HS 44: African History (spring; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course also will provide a basic framework by which to study the region. (junior or senior year)

HS 48: Middle Eastern History (spring; half-credit) This course will emphasize the political history of the Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (junior or senior year)

HS 51: Macroeconomics (fall; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The thoughts and theories of Adam Smith also are investigated. Students also write several case studies and participate in a stock market project. (junior or senior year)

HS 52: Microeconomics (spring; half-credit) In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from theoretical and practical standpoints. The lives and works of economists are investigated, with special emphasis placed on the works of John M. Keynes and Karl Marx. Students also write several case studies and participate in a stock market project. (junior or senior year)

HS 64: Introductory Psychology (fall and spring; half-credit) This course introduces students to the discipline of psychology as a science and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology and treatment of psychological disorders. Students interested in taking the AP exam in psychology should take this course in the spring. (senior year only)

HS 65: From Slavery to Freedom (fall; half credit) This course will take a multidisciplinary approach to an examination of the African-American experience, from slavery through the Harlem Renaissance of the 1920s. Films, music and visual art also will be brought into the classroom. The main text, *From Slavery to Freedom*, by John Hope Franklin and Alfred Moss, will be accompanied by readings from slave narratives, *The Autobiography of an Ex-Colored Man*, by James Weldon Johnson, and *The New Negro*, by Alain Locke. (Prerequisite: U.S. History)

HS-66: The Struggle for Equality (spring; half credit) This course traces the struggle for racial equality and civil rights in American society from the 1930s to the present day. The readings for the course will include Harvard Sitkoff's *The Struggle for Black Equality*, Eldridge Cleaver's *Soul on Ice*, Shelby Steele's *The Content of Our Character* and Alex Kotlowitz' *There Are No Children Here*. In addition, there will be readings in literature and poetry, and viewings of such films as the *Eyes on the Prize* documentary series. (Prerequisite: U.S. History)

Foreign Language Department
French

FR 11-12: French I (two semesters) This course introduces basic French communication skills, both oral and written. Basic grammar is presented, along with an introduction to French civilization and readings. Most course work is conducted in French, and the Language Lab is used.

FR 21-22: French II (two semesters) This course reviews and extends the goals of first-year French. Most course work is conducted in French, and the Language Lab is used.

FR 31-32: French III (two semesters) In this course, the work in basic communications skills is continued, while the student is introduced to French literature and history. Most course work is conducted in French. Departmental approval and substantial summer work are required in order to advance to FR 41-42.

FR 33-34: Accelerated French III (two semesters) This course is a more rigorous and intensive version of FR 31-32. It is designed for the more motivated and capable foreign language student. Successful completion of this course prepares the student for the (optional) French SAT II Test and for the fourth-year level.

FR 41-42: French IV (two semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization and reading from current publications. Most course work is conducted in French. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

FR 51-52: French V (two semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts

and will be *required* to take the AP exam, in addition to the final exam.)

FR 91-92: French Independent Study (two semesters; minor course) This individualized literature tutorial is available to motivated students with near-native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent of the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1). (Note: This course is not open to native speakers.)

German

GR 11-12: German I (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are introduced. Most course work is conducted in German, and the Language Lab is used.

GR 21-22: German II (two semesters) Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students develop a broader, more confident, active command of the language. Readings serve to introduce students to more idiomatic expressions. Most course work is conducted in German, and the Language Lab is used.

GR 31-32: German III (two semesters) Concentrated work in communication skills, as well as active use of grammar highlight this course. The student is also introduced to German civilization, history and literature. Films and outside speakers also are part of the course. Completion of this course prepares students for the German Language SAT II test (optional).

GR 41-42: German IV (two semesters) This course includes an intensive review of grammar, regular writing assignments, discussion of current events and a survey of German literature. Most course work is conducted in German. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

GR 51-52: German V (two semesters) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

GR 91-92: German Independent Study (two semesters; minor course) This individualized literature tutorial is available to motivated students with near-native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1). (Note: This course is not open to native speakers.)

Latin

LT 11-12: Latin I (two semesters) This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place. An introduction to Roman life is part of the course, and the Level I National Latin Exam is offered.

LT 21-22: Latin II (two semesters) The study of basic and more complex grammar, vocabulary and translation continues in this course. Students progress from reading edited Latin toward selections from Julius Caesar. An introduction to mythology is part of the course, and the Level II National Latin Exam is offered.

LT 31-32: Latin III (two semesters) In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and other authors are studied and discussed. Emphasis is placed on improving translation skills and the discussion of literary and cultural themes. An introduction to Latin verse is included in the Ovid component, and the Level III National Latin Exam is offered. Completion of this course prepares the student for the Latin SAT II Test (optional).

LT 41-42: Latin IV (two semesters) This course continues to emphasize grammar and vocabulary review, and to strengthen translation skills. The focus of the course is literary, with concentration on Virgil's *Aeneid* and the poetry of Horace and Catullus and the writings of other authors. The elements of Latin poetry are studied further, and the Level IV National Latin Exam is offered. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

LT 51-52: Latin V (two semesters) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. The Level V National Latin Exam is offered. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation "AP" added to their transcripts and will be *required* to take the AP exam in addition to the final exam.)

LT 91-92: Latin Independent Study (two semesters; minor course) This individualized literature tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1).

Spanish

SP 11-12: Spanish I (two semesters) This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented, along with an introduction to Hispanic civilization and readings. Most course work is conducted in Spanish, and the Language Lab is used.

SP 21-22: Spanish II (two semesters) This course reviews and extends the goals of first-year Spanish. Most course work is conducted in Spanish, and the Language Lab is used.

SP 31-32: Spanish III (two semesters) In this course, the work in basic communications skills is continued, while the student is introduced to Hispanic literature and culture. Most course work is conducted in Spanish. Departmental approval and substantial summer work are required in order to advance to SP 41-42.

SP 33-34: Accelerated Spanish III (two semesters) This course is a more rigorous and intensive version of SP 31-32 described above. It is designed for the more motivated and capable foreign language student.

Successful completion of this course prepares students for the (optional) Spanish SAT II Test and for the fourth-year level.

SP 41-42: Spanish IV (two semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization and reading from current publications. Most course work is conducted in Spanish. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Spanish will have the designation "AP" added to their transcripts and will be *required* to take the exam.

SP 51-52: Spanish V (two semesters) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Spanish will have the designation "AP" added to their transcripts and will be required to take the exam.

SP 91-92: Spanish Independent Study (two semesters: minor course) This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration (i.e., prior to June 1). (Note: This course is not open to native speakers.)

***Native speakers** who need co-validation for their governments/schools must take advanced level examinations. Upon successful completion, credit will be granted by the Department. If a native speaker elects to take a foreign language, it must be a language other than his/her native language.*

Notes:
1. Students considering the major liberal arts colleges should plan to take at least three years of one foreign language. Colleges are impressed by students who take the full sequence of one language.
2. Students should be at the third-year level or higher before taking a College Board Achievement Test in a foreign language.
3. Students beginning a language at GDA will find the language available through the fourth-year level. The Academy also tries to hold to a policy of offering as advanced a level as students require.

Science Department

SC 11-12: Science 2000 (two semesters; required of all freshmen) An interdisciplinary study of the major scientific disciplines and the central unifying themes of science that will provide the background and skills necessary for further study of chemistry, biology and physics. Emphasis is placed on laboratory work and field studies of the local environment, as well as the development of computer literacy and environmental awareness.

Upper-Class Science Courses:

SC 10: Health (one quarter; minor course) The focus of this course will be the acquisition of health knowledge and decision-making skills that will encourage students to promote wellness, avoid injury and prevent disease. In learning to appreciate one's role in the health and well-being of self, family and community, students should acquire lifelong healthy habits and practices.

SC 21-22: Biology (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction and continuity of life. The student is introduced to the nature of science through biological models. (Sophomore, junior or senior year)

SC 23-24: Accelerated Biology (two semesters) An introductory biology course emphasizing the relationships among living things at each level of organization. Laboratory work illustrates and emphasizes these relationships. (Prerequisite: one year of chemistry. Also recommended: physics. Sophomore, junior or senior year)

SC 25-26: AP Biology (two semesters) This course is designed to prepare students for the College Board Advanced Placement exam in biology. This course covers the material expected in a first-year college level introductory biology course. This course meets for one additional laboratory period, compared to a standard GDA science course.

SC 27: Ecology (one semester; half-credit) This course begins by introducing students to basic concepts of ecology: the relationships between organisms, the elements in the environment and the concept of evolution. These ideas are used as the underpinnings for later discussions of the pressing environmental issues we face today. Many laboratories are conducted outdoors with the integration of computer simulations and indoor lab work to bolster understanding. (Prerequisite: one year of biology and one year of chemistry or physics, completed or being studied concurrently. Junior or senior year)

SC 28: Marine Science (one semester; half-credit) This study is a second-year science course considering the basic principles of biology as they relate to the oceans. Consideration also will be given to the geology, chemistry and physics and ecology of marine systems. (Prerequisite: one year of biology and a year of chemistry or physics, completed or being studied concurrently; junior or senior year)

SC 31-32: Chemistry (two semesters) This course presents a general introduction to chemical theory and laboratory procedures. (Sophomore, junior or senior year)

SC 33-34: Accelerated Chemistry (two semesters) An introductory course for students with strong aptitudes and a strong interest in science, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than the regular sections of Chemistry. (Sophomore, junior or senior year)

SC 37-38: Advanced Chemistry (two semesters; minor course) This course offers a review and further development of the first-year chemistry course, including projects or topics chosen by the students and the instructor as time permits. Completion of two years of chemistry, or Accelerated Chemistry followed by Advanced Chemistry, results in an introduction to all the major topics in a college freshman curriculum. (Prerequisite: One year of chemistry; junior or senior year with permission of the Department)

SC 41-42: Physics (two semesters) This course is designed for the student who probably won't pursue science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry also is a goal of the course. At the completion of the course, students should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (Junior or senior year)

SC 43-44: Accelerated Physics (two semesters) This is an introductory physics course covering traditional topics in mechanics, dynamics, wave motion, modern physics and electricity. While an experimental approach to developing concepts is emphasized, problem-solving also is stressed. The course includes outside activities such as Amusement Park Physics and Physics Olympics. It is not intended to be an AP course, but is a prerequisite for Advanced Physics. Students must have completed MA31-32. (Junior or senior year.)

SC 45-46: Conceptual Physics (two semesters) Conceptual physics is a laboratory course that builds understanding with concepts before computation. Physical phenomena are explained in English first. Physics algebraic relationships are then used as guides to thinking. Finally, physics problems are solved as a way of verifying students' understanding of concepts. The course deals with mechanics, kinematics, wave theory and other topics. The texts for the course are *Conceptual Physics* by Hewitt and *Problem Solving Exercises in Physics* by Hickman. Extensive use is made of the software program *Interactive Physics* to model physical systems. Students must complete Algebra II prior to taking this course.

SC 47-48: Advanced Physics (two semesters; minor course) This course presents a review and continuation of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity and quantum mechanics. This course is especially useful to students planning to take the Physics Achievement Test in December. Students can also prepare for the AP exam; concurrent calculus is recommended. (Prerequisite: One year of physics; generally senior year, with permission of the Department)

SC 49-50: AP Physics (two semesters) This is a second-year physics course that covers the concepts of the B-level College Board Advanced Placement exam. There is special emphasis on electricity, magnetism, quantum mechanics, thermodynamics, angular motion and relativity. While not a laboratory course per se, experiments will often be included in the curriculum. (May be offered in 1996-97.)

SC 51: Electricity I (one semester) This is a course in DC and AC network analysis. Resistive, capacitive and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (sophomore, junior or senior year; not offered in 1996-97)

SC 54: Electricity II (one semester) This is a programmed, independent-study course in advanced circuit analysis, tubes and transistors and basic electronic devices such as power supplies, amplifiers and oscillators. (junior or senior year)

SC 81-82: Science Honors Research Program (two semesters) This "extra credit" program applies to any science course. A research project - including readings, laboratory work, a paper and a defense - is available with the approval of the student's current science teacher and the Department. Successful participation produces an accounting in the year for the primary course and attachment of the designation "Honors." This provides the student the opportunity to *do* some science.

SC 91-92: Independent Study in Science (two semesters; minor course) This program requires planning with and written consent of a Science Department instructor at the time of registration, i.e. prior to June 1.

Notes:

1. All students, especially those contemplating the study of science, engineering or medicine in college, should include chemistry, biology and physics in their programs. They should plan to take College Board Achievement Tests in at least one science and mathematics.

2. Potential science, engineering and pre-med majors are strongly urged to take chemistry first and then (accelerated) biology or physics.

3. Potential science, engineering and pre-med majors who plan to study each of the three basic science courses are advised to follow this sequence: chemistry, physics, accelerated biology. Advanced minor courses in chemistry and/or physics are strongly recommended.

4. In all cases, students should follow the recommendations of the Science Department. Any deviation from these recommendations must be approved by the chair of the Science Department.

***Note:** The remaining offerings, except for Introduction to the Fine Arts and Performance, are not open to freshmen.*

Fine Arts Department

FA 11-12: Introduction to the Fine Arts (two semesters: minor course) Students are introduced to the world of fine and performing arts through both historical and applied, creative experiences. The course considers choral work, music, theater and movement and two- and three-dimensional visual arts/drawing. It also provides exposure to the faculty of the Fine Arts Department. There is a student charge for materials of $12. (Required of all freshmen)

Visual Arts

VA 21: Animation Course (fall or spring; half-credit) This is an introductory course for students who are interested in learning the process of making an animated film. Students will be introduced to animated filmmakers, as well as different types of animation. They will be required to make storyboards, write scripts, edit and put sound to films. The major part of the course is involved in completing a three-minute film.

VA 23: Computer Art (fall or spring; half-credit) Students in this course will produce works of art using various computer programs, including Adobe Photoshop, Fractal Design Painter, Avid Videoshop, Adobe Premiere, Specular LogoMotion and others. A lab fee for storage (Bernoulli or Syquest cartridge) is required. Enrollment is limited to eight students.

VA 31: Ceramics Studio (fall or spring; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel-throwing, glazing and kiln use. Two-hour classes meet twice a week. There is a student charge for materials of $50. (Limited to one section per semester.)

VA 41: Photography Studio (fall or spring; half-credit) This is a basic studio course in black-and-white photographic techniques, with emphasis on visual perception and expression, the camera and darkroom skills. A 35-mm camera (with adjustable aperture and shutter speed) and a light meter is advisable but not required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. Ninety-minute classes meet twice a week. There is a lab fee of $35, and students typically spend another $75 to $100 for personal photographic supplies. (Seats reserved in equal numbers for all three upper classes)

VA 51: Introductory Studio Art (fall or spring; half-credit) This course is designed for the student who wishes to explore art and is curious to learn about the creative process and his or her own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on

basic color theory, two-dimensional drawing, design and graphic techniques and three-dimensional design. Projects will be assigned in the following media: pencil, block print and acrylic painting. Student work will be shown in both annual student exhibits. One-hour classes meet four times per week. A lab fee of approximately $30 covers the cost of supplies. (Limited to one section per semester)

VA 53: Intermediate Studio Art (spring; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. One-hour classes meet four times weekly. Work is required for exhibit. A lab fee of $30 covers the cost of supplies.

VA 57-58: Advanced Studio Art (Advanced Placement; two semesters) This course is for the student who has a serious commitment to the arts and is interested in fulfilling Advanced Placement requirements. Along with studio work, students will be required to do readings from artists' essays and other related readings. Occasional papers are required. Considerable independent work is expected, in addition to in-class assignments. Students will devise their independent programs, conceive and carry out the projects. The first semester will be devoted to working with the human form, using a life model. Emphasis in the first quarter will be on drawing, and a medium of the student's choosing in the second. The second semester will consist of student projects in two media, meeting with departmental approval. The course involves two hours of supervised work and three hours of independent work per week. A lab fee of $60 covers the cost of supplies. (Permission of the Department and VA 53 are normal prerequisites.)

VA 91-92: Independent Study in Visual Arts (semester long; minor course) This course presents individual study in a topic as arranged by the student in consultation with an instructor from the Department prior to June 1 for semester one and prior to December 1 for semester two. A lab fee of $30 covers the cost of supplies. (Prerequisite: VA 51)

Performing Arts

PA 21: Electronic Music Composition (fall or spring; half-credit) This course is designed to allow students to be creative in the world of sound. The electronic music studios are substantial, including various synthesizers, computers, samplers, effect processors and two-, four- and eight-track tape decks. No musical or electronic background is required, but it is helpful. (Limited to one section each semester)

PA 23-24: Chamber Ensemble (two semesters; minor course) In this course, students will learn and perform chamber music. Music will be drawn from standard and contemporary repertoire. The ensemble will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. The Chamber Ensemble is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a chamber musical instrument)

PA 25-26: Jazz Band (two semesters; minor course) In this course, students will learn and perform music from the jazz-rock repertoire. The band will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. The Jazz Band is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a musical instrument)

PA 27-28: Chorus (two semesters; minor course) In The Academy Singers, the oldest performing ensemble of the Academy, students will learn and perform vocal music from all periods from the standard repertoire to contemporary songs. The chorus will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Chorus is a performance-oriented course. It will stress the development of vocal musical abilities through individual practice, rehearsals and regular performance.

PA 31: Music History (fall; half-credit) This course covers all periods of music history from the Middle Ages to the present. Emphasis is placed on the study of notation, form and sociological influences on music. Some background in music theory is helpful, but not necessary. This is a course for the adventurous listener as well as the musician.

PA 41-42: Music Theory (two semesters) This course offers students an introduction to the basic elements of music through performance, composition and improvisation, stressing contemporary, classical, jazz and rock styles. The student is required to bring his/her instrument to class. The course is a combination of history, theory and performance, providing the proper stimuli for accelerated individual progress while engaging in a team endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment)

PA 43-44: Advanced Improvisational Music (two semesters; minor course) This is a continuation of the theory workshop course, with an emphasis on performance and in-depth analysis of major jazz and rock styles. It is particularly effective in the small, private school music curriculum because it is ideally suited for a small ensemble of any orchestration and deals with the many aspects of jazz. (An audition and a previous theory course are prerequisites.)

PA 47-48: Advanced Vocal Technique (two semesters; minor course) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets and the classical repertoire to Broadway and jazz standards. (Audition required)

PA 64: Musical Theater (spring; half-credit) A performance-based class that covers a variety of aspects of musical theater, this course is designed each year to conform to the specific needs of its students. Areas to be covered include scene study, vocal projection and technique, set design, history of theater and all styles of dance, with an emphasis on tap dancing. This class is not necessarily designed for the trained theater student, but rather for anyone who has an interest in theater and a desire to have fun.

PA 91-92: Independent Study in Performing Arts (two semesters; minor course) This course offers individual study in a topic as arranged by the student in consultation with an instructor from the Department prior to June 1 for semester one and prior to December 1 for semester two.

Private Lessons Individual weekly lessons on most instruments, voice and dance are available at approximately $200 per quarter. Most orchestral instruments, piano, guitar and organ are possibilities.

Note: Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, students must indicate both first and second choices for each semester on the course registration form.

Seminars

Human Relations and Sexuality Seminar This optional, highly recommended, non-credit, evening seminar

program is recommended for all juniors and seniors. The small discussion groups are guided by members of the faculty who choose to help adolescents understand themselves, their peers and their sexuality more completely.

HS 81-82 This is an "extra credit" seminar that meets for 90 minutes in the evening every other week. The course is not graded, but a weight is added to each student's grade-point average based upon quality of participation and preparation. The seminar focuses on issues that cut across disciplines and cover a wide range of topics. Students petition to enter the course, which is open to students from all years.

English as a Second Language

ES 13-14 Advanced ESL This course is an intensive English-as-a-second-language course, taught at the advanced level, emphasizing reading, writing, listening and speaking skills. In addition to course work, students are required to communicate with people outside the community at least two hours per week. This is a two-credit course that requires six hours of instruction a week.

ES 11-12 Intermediate ESL This course is identical to ES 13-14 with the exception that it is taught at the intermediate level.

Academic Support Policy

Background

Governor Dummer Academy is entrusted with the dual roles of preparing students for selective colleges and furthering their growth as individuals in order to better enable them to lead purposeful and productive lives. Governor Dummer believes that students should be committed to learning and have a significant responsibility for their learning. Sufficient research has been done in education to have defined certain alterable variables that will improve the quality of education at Governor Dummer. These include improving the quality of instruction, clarifying the school's mission statement by defining specific outcomes and linking these outcomes to all programs and individual goals. Students will be responsible for their learning and for mastering well-defined content and skill outcomes. To this end, teachers provide quality instruction and significant encouragement in a college preparatory curriculum.

Policy statement

The school wishes to be clear with parents and students about the curriculum adjustments that are available to help students master our academic program. No waivers of academic graduation requirements will be granted to students who are admitted to Governor Dummer Academy in September 1995 or thereafter. The school's academic graduation requirements are outlined in the school's curriculum guide. Governor Dummer Academy offers only the following academic support to all its students:

Group extra help sessions are made available at regularly scheduled times during the school day and evening by the school's classroom teachers. All students are encouraged to attend these sessions when concepts are unclear.

Additional time on examinations conducted in class may be offered by classroom teachers. A student must request additional time, and the student and teacher must negotiate an appropriate time period and venue.

Students may request preferred seating at semester-end final examinations. These arrangements must be made one week in advance and will be accommodated as resources permit. An additional half-hour is made available to all students to complete their examinations.

Students may request individual adult tutors at an additional expense to the family. Generally, tutors are requested after students have availed themselves of extra help with appropriate classroom teachers.

If a student is unable to master a year of English during a school year, the student will be expected to enroll for an additional year at Governor Dummer to make up the year of English.

Students with learning differences that necessitate a nonstandard administration of the PSAT, SAT-I and SAT-II: Subject Tests (Achievements) must submit to the College Counseling Office two written evaluations from qualified educational specialists and certification by Governor Dummer Academy's Academic Office as required by Education Testing Service no less than eight weeks prior to the specified test date. The Academic Office provides certification to those students who regularly avail themselves of extended time on examinations given within the school's curriculum after it receives two written evaluations by certified learning specialists.

All students may avail themselves of a study and reading skills course provided on campus by an outside agency specializing in such instruction. While proper note taking, study skills and reading skills are discussed in the regular curriculum at Governor Dummer Academy, the reading and study skills course is intended for those students who need or desire more rigorous

Student name: Connor Bergmann Semester: Fall

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	School meeting	Advisor/Class	Chapel	School meeting	School meeting
8:00-9:00	A1 AP U.S.History	8:00-9:30 D1 Photography	A2 AP U.S.History	8:00-9:30 D2 Photography	A3 AP U.S.History
9:05-10:05	B1 Junior English	9:30-9:55 Break	B2 Junior English	9:30-9:55 Break	B3 Junior English
10:05-10:25	Break	9:55-11:25 E1	Break	9:55-11:25 E2	Break
10:25-11:25	C1 Frénch III	Accelerated Physics	C2 French III	Accelerated Physics	C3 French III
11:30-12:00	F1 Chorus	F2 Chamber Ensemble	F3 Study	F4 Chorus	F5 Chamber Ensemble
12:00-12:30	G1 Chorus	G2 Chamber Ensemble	G3 Lunch	G4 Chorus	G5 Chamber Ensemble
12:30- 1:00	H1 Lunch	H2 Lunch	H3 Study	H4 Lunch	H5 Lunch
1:05-2:35	I1 AP U.S.History	1:05-2:35 I2 AB Calculus	I3 Afternoon Program	1:05-2:35 I4 AB Calculus	I5 Accelerated Physics
2:40-3:10	J1 Study	J2		J3	J4 Study

instruction in these important skills. The cost of this outside course must be paid by the students' families.

Governor Dummer Academy does not employ faculty skilled in the areas of remedial reading or writing as these terms are normally understood. The school has three laboratories, each offering 15 Macintosh computers, Microsoft Word word processing software and printers for students to use in preparing writing assignments.

Governor Dummer Academy provides a supervised evening study hall program limited to those students who are placed on Academic Probation and those students with a GPA below a 1.7 whose advisors recommend it. A Saturday morning supervised study hall is part of the evening study hall program, however any student may be recommended for this study hall by his or her teachers or advisor.

Courses completed in the summer will not count toward Governor Dummer Academy graduation requirements or a student's grade point average. The only exception for summer work is the second half of Algebra I, and then only with permission of the Mathematics Department. The school may require a student to do academic work during the summer to master content or skills not completed during the school year.

Governor Dummer Academy does not employ any certified learning specialist skilled in the area of learning differences or diagnostic evaluations. Families in need of such testing must arrange diagnostic testing with qualified persons outside the school at their own expense. Any adjustments in academic program recommended by such testing would be limited to the academic support services outlined in this policy.

This policy is effective for all students in the fall of 1995 with the following exception: The policy eliminating waivers of academic graduation requirements is effective for all students accepted and enrolled for the fall of 1995 and thereafter. Governor Dummer Academy reserves the right to make all final determinations regarding support services for its student body.

Senior Spring Term Projects

Some seniors intend to participate in the Senior Spring Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, seniors- and juniors-to-be may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November.

The following recommendations are proposed for the Spring Term Projects. We would like to emphasize that a Senior Spring Term Project is a privilege, not a right. This valuable experience helps students become more independent and mature. All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

1. Students must maintain at least a C- overall GPA (1.7) in their courses in order to take a Senior Spring Term Project through the third quarter. A student who wishes to do a project may petition through the Academic Dean's office if his/her GPA is lower than a C-.

2. Students may drop up to three classes, but are encouraged to limit the number of courses dropped. Any courses that require an AP exam may not be dropped. No distribution requirements may be dropped for a Spring Term Project, except for a fourth year of English. Also, the following one-semester courses may not be dropped: MA 42, CS 40 and HS 64.

3. If a student drops a course for the fourth quarter, he/she will not be required to take the final exam. However, the project requires a research paper, daily journal, weekly meetings and a final presentation to the Committee. Failure to complete any of these requirements will result in one's diploma being withheld.

4. Students must get the teacher's approval in order to drop a class. The class teacher will determine if the student's performance merits leaving the class by judging the student's overall standing in the course.

Endowed Scholarship Funds

Governor Dummer Academy's scholarships are made possible through gifts from alumni/ae and friends, operating funds and income from the following funds:

Charles Z. Abuza Memorial Scholarship
Established in 1988 by his family and friends in memory of this alumnus, Class of '53

George I. Alden Scholarship Fund
Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni/ae

Alumni/ae Scholarship Fund
Established and supported by Governor Dummer Academy alumni/ae to provide financial aid to deserving students

Francis R. Appleton Fund
Established in 1909 by Francis R. Appleton

Col. Harold H. Audet Scholarship Fund
Established in 1989 by Col. Harold H. Audet '38 for a "day boy" from Newburyport, Massachusetts

James Barriskill Fund
Established in 1960 in memory of the former Governor Dummer Academy master teacher (1949-1960)

William L. Brian III Memorial Scholarship Fund
Established in 1990 by his family and classmates in honor of this alumnus, Class of '59

David Knowles Chilton Memorial Scholarship Fund
Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son, awarded to a student "who best demonstrates the high principles of Governor Dummer Academy"

Kerry Carson Memorial Scholarship
Established in 1995 by her family and friends

Edmund Coffin Coleman Scholarship Fund
Established in 1939 through the will of Elizabeth Tappan to provide aid for scholarship

Corning Fund
Established in 1989 by Nathan E. Corning to provide financial assistance to the children of Governor Dummer Academy Staff

Cummings Scholarship Fund
Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings, Class of 1948

Richard Little Dodge Fund
Established in 1940 in memory of this alumnus by his family

Edward W. Eames Scholarship Fund
Established in 1975 in tribute to the headmaster who led the Academy for 29 years

Eastman Fund
Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews Rogert Kimball Eastman, Jr. and Charles Bond Warner Eastman

Vida F. Ellison Scholarship
Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

Ellsworth Family Scholarship Fund
Established in 1990 by David H. Ellsworth '48 in honor of his family

G. Heberton Evans III Memorial Scholarship Fund
Established in 1985 in memory of the teacher, coach and dorm parent of 34 years

Richard Hawkes Francis Scholarship Fund
Established in 1930 in memory of this alumnus by his family

Friend Family Scholarship Fund
Established in 1987 by Mirick Friend '59 and family in memory of his father Robert A. Friend

William Pinkham Gove Scholarship Fund
Established in 1926 by his wife and son

Joanna Grugeon Scholarship Fund
Established in 1990 by her family, colleagues and friends in memory of this Governor Dummer Academy master teacher

Carl D. Hale Scholarship Fund
Established in 1970 through the will of Grace Hale in memory of her husband to provide financial aid

Henley Group Scholarship Fund
Established in 1988 by the Henley Group, Inc. of Hampton, NH, to benefit a deserving student

Janet G. Higgins Memorial Scholarship Fund
Established in 1976 in her memory by her family and friends

Bernard K. Holdsworth Scholarship Fund
Established in 1987 by Clifford Holdsworth in memory of his son, a member of the Class of '44

Ingham Scholarship Fund
Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son Dr. Charles C. Ingham became the 22nd headmaster of Governor Dummer Academy

E. Randall Jackson Memorial Fund
Established in 1966 by the bequest of his wife Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

Christian A. Johnson Endeavor Foundation Scholarship Fund
Established in 1982 to enable a worthy student to attend an independent school

Kitchell Family Scholarship Fund
Established in 1989 by Frank Kitchell '35. Members of the Kitchell family who attended the Academy include Frank '35, Peter '36, Samuel '38 and Webster '48

George Laite Scholarship Fund
Established in memory of this alumnus from the Class of '32 by his family

Leary Family Scholarship Fund
Established in 1989 by Jack '48 and Mary Leary and their children, '79 '81 '82 '84 '85, to benefit a student from Newburyport, Massachusetts, demonstrating a strong personal character and financial need

Barry Nelson Lougee Scholarship Fund
Established in 1989 to honor this alumnus of the Class of '51 by his classmates and family

Burton Machinist Scholarship Fund
Established in 1987 by his family to honor this Class of '36 graduate

David Macomber Scholarship Fund
Established in 1978 in his memory by his family and the Class of 1957

Magrane Family Scholarship Fund
Established in 1994 by members of the Magrane family — Mrs. Elizabeth Magrane P'65'67, J. Scott Magrane '65 and Ross Magrane '67 — to benefit a student who contributes to all aspects of the Academy

Thomas McClary Mercer Scholarship Fund
Established in 1992 by Charles A. Goodrich III '39 in appreciation for all this former English master teacher contributed to the Academy

Montrone Family Scholarship Fund
Established in 1988 by Mr. and Mrs. Paul Montrone P'82'87 to benefit a deserving student from the New Hampshire seacoast area

C.W. & L.H. Morse Scholarship Fund
Established in 1988 by the Morse family in honor of Charles W. and Louise H. Morse of Newburyport, Massachusetts given by their sons and grandsons, seven alumni of the Academy

Howard J. Navins Scholarship Fund
Established in 1988 by a former student and alumni in honor of this alumnus, coach and master teacher of 41 years to recognize courage and high personal standards

Edward Parish Noyes Fund
Established in 1915 in memory of the former student (Class of 1873) and trustee (1895-1913) by Joseph Lee of Boston

Ben Pearson Scholarship Fund
Established in 1988 by Benjamin Pearson IX '44 and Anne Pearson of Byfield in honor of a five-generation relationship with Governor Dummer Academy

Carl. A. Pescosolido, Jr. '55 Award
Established in 1992 by family and friends of Carl A. "Skip" Pescosolido, Jr., President of the Academy's Board of Trustees from 1980-92. The award is presented annually to the top male and female scholar-athletes in the junior class whose academic and athletic performances exhibit the character and commitment to excellence of Carl A. Pescosolido, Jr.

Reader's Digest Endowed Scholarship Fund
Established in 1981 by the Reader's Digest in honor of DeWitt Wallace, its founder

Peter R. Remis '52 and James A. Remis '84 Scholarship Fund
Established in 1991 by Linda Remis Schwartz in memory of her husband Peter and son Jamie. Peter Remis served the Academy for many years as a Trustee

Revere Scholarship Fund
Established in 1982 by Howard Zuker '57 for deserving students from Revere, Massachusetts

1763 Scholarship Fund
Established in 1946 by the Alumni/ae Association

Arthur W. Sager Scholarship Fund
Established in 1987 by his friend C. Thomas Tenney '39, to benefit deserving students from the state of Maine

Ellsworth H. Sherin Memorial Scholarship Fund
Established in 1985 by his children and employees. Ellsworth Sherin was the father of Peter Sherin '59, a GDA alumnus and former trustee.

Senator Benjamin A. Smith II '35 Scholarship Fund
Established in 1991 by family and friends in memory of U.S. Senator Ben Smith to benefit a deserving student

Angel Talavera '95 Scholarship Fund
Established in 1995 by his classmates and their parents

Grace S. Tisdale Memorial Scholarship Fund
Established in 1981 by Mr. and Mrs. Arthur Buettner of Auburn, Maine, in memory of Mrs. Buettner's mother

Richard Tucker Fund
Established in 1930 in his memory by family and friends

Asa Wilson Waters Fund
Established in 1930 by her bequest in honor of her son and grandson

Timothy Rogers Whittemore Fund
Established in 1963 in his memory, by his sophomore classmates

Thomas N. Willins Scholarship Fund
Established in 1990 and given in memory of his father by Thomas N. Willins, Jr., Class of '33

Nathan N. Withington Scholarship Fund
Established in 1990 by a classmate in honor of this alumnus, former trustee and GDA parent, Class of '58

John Young Scholarship Fund
Established in 1943 by Dr. John Young

Faculty

Peter W. Bragdon
Headmaster
Harvard College 1959, B.A.
Harvard Graduate School of Education 1960, M.A.T.
Appointed July, 1983

Richard N. Leavitt
Mathematics
Amherst College 1964, A.B.
Bowdoin College 1971, M.A.
Appointed September, 1964

Pierre N. Baratelli
French; Director of Humanities Program
University of Colorado 1956, B.A 1959, M.A.
University of Dijon
University of Texas
Appointed September, 1967

Michael A. Moonves
Associate Director of Development and Director of Alumni/ae-Parent Relations
Trinity College 1966, B.A.
Appointed September, 1969

Alexander W. White
Spanish
Trinity College 1967, B.A.
New York University 1972, M.A.
Appointed, September, 1971

David S. Abusamra
French, Spanish
Holy Cross College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Laurel E. Abusamra
French, Spanish
Hollins College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Katherine Krall Guy
French, Spanish
Oberlin College 1971, B.A.
Tufts University 1978, M.A.
Appointed September, 1977

Stephen C. Metz
Department Chair, Science; Chemistry
Trinity College 1972, B.S.
Boston University 1976, M.A.
Worcester Polytechnic Institute 1994, M.S.
Appointed September, 1978

Christopher D. Stowens
Department Chair, Arts
Colgate University 1972, B.A.
New England Conservatory of Music 1979, M.A.
Appointed September, 1978

Albert T. Finn, Jr.
English
Dartmouth College 1975, A.B.
University of London, 1974
University of Michigan 1977, M.A.
Appointed September, 1979

Robert H. Colgate
Mathematics
Gettysburg College 1969, B.A.
University of New Hampshire 1980, M.Ed.
Appointed September, 1980

David D. Moore
Physics, Science 2000
Northeastern University, 1966, A.B.
Clarkson College 1970, M.S.
Appointed September, 1980

Roberta W. Britton
Art
University of Colorado 1959, B.A.
Goddard College 1974, M.S.
Appointed September, 1982

Lynda F. Bromley
Dean of Students; English
University of Vermont 1969, B.A.
Antioch College 1993, M.Ed.
Appointed September, 1983

Elizabeth A. Ruhl
Counselor, History
Gordon College 1978, B.A.
Northeastern University 1979, M.Ed.
Appointed September, 1984

Michael H. Karin, Jr.
Mathematics, Computer Science
Bates College 1985, B.S.
University of New Hampshire 1993, M.S.T.
Appointed September, 1985

A. John Seufert, Jr.
Department Chair, Foreign Languages; German
Boston College 1973, B.A.
Tufts University 1981, M.A.
Appointed September, 1985

Paul H. Wann
English, Drama
University of Minnesota 1971, B.A.
Tufts University 1974, M.A.
Appointed September, 1985

Janet E. Adams-Wall
Director of College Counseling
Washington State University 1975, B.A.
University of Southern Maine 1980, M.S.
Appointed September, 1986

Perry D. Nelson
History
Williams College 1979, B.A.
Harvard University 1987, M.Ed.
Appointed September, 1987

Irina Okula
Art
Frontbonne College 1966, B.A.
Southern Illinois University 1971, M.F.A
Appointed September, 1987

Elaine B. White
Department Chair, English
Bates College 1986, B.A.
Middlebury College 1992, M.A.
Appointed September, 1988

Richard H. Searles
English
Dartmouth College 1974, A.B.
University of Iowa 1977, M.A.
Appointed September, 1988

Brian P. Lenane '72
Academic Dean
Franklin and Marshall College 1976, B.A.
Wharton School of Business 1978, M.B.A.
Harvard University 1992, C.A.S.
Appointed September, 1989

Susan C. Lenane
Department Chair, Mathematics
Franklin and Marshall College 1977, B.A.
Cambridge College 1994, M.Ed.
Appointed September, 1989

David J. Van Ness
Mathematics
Trenton State College 1969, B.A. 1970, M.A.
Appointed September, 1989

Richard R. Savage
Business Manager
Boston College 1965, B.S.
Appointed March, 1990

Leonard S. Ceglarski, Jr.
History
Middlebury College 1977, B.A.
Appointed August, 1990

David L. Bergmann '70
Director of Communications
Boston University, 1974, B.S.
Appointed August, 1990

Sally C. Jarrett
English
University of New Hampshire 1985, B.A.
Cambridge College 1994, M.Ed.
Appointed September, 1990

Kristen S. Vogel
History
St. Lawrence University 1989, B.A.
Boston College 1994, M.A.T.
Appointed September, 1990

David R. Gosse
Mathematics
Bowdoin College 1958, A.B.
Wesleyan University 1966, M.A.L.S.
University of Michigan
Boston University
Appointed September, 1990

Jeffrey P. Kelly '85
Latin
Haverford College 1989, B.A.
Appointed January, 1991

Nancy M. Bailey
Director of Nursing
Catherine Laboure School of Nursing 1956, R.N.
Appointed September, 1991

Karen A. Bouffard
Physics, Science 2000
Duquesne University 1968, B.A.
Harvard University
Boston College 1995, M.A.T.
Appointed September, 1991

Fontaine C. Bradley
Chemistry
Tufts University 1973, B.S.
University of New Hampshire 1984, Ph.D.
Appointed September, 1991

Mary Leary
Librarian
Cardinal Cushing College 1967, B.A.
Salem State College 1989
Appointed September, 1991

Sarah Bayard Southam
Biology, Chemistry, Science 2000
Dartmouth College 1987, B.A.
Harvard Graduate School of Education 1991, Ed.M.
Appointed September, 1991

Jeffrey B. Wotton
Head Athletic Trainer
Assistant Director of Athletics
University of New Hampshire 1991, B.S.
Appointed September, 1991

Janet Epstein, R.N.
Health Education Instructor
Northeastern University 1973, A.S.
Appointed September, 1992

Karen E. McGinley
Director of Development
Wheaton College 1983, B.A.
Appointed September, 1992

David Oxton
Photography
Boston University, School of Fine Arts
Massachusetts College of Art
Appointed September, 1992

William F. Quigley, Jr.
Department Chairman, History
Middlebury College 1978, B.A.
Appointed September, 1992

Mark Gerry
Mathematics
Williams College 1979, B.A.
Appointed September, 1993

Peter Southam
Science
Dartmouth College 1987, B.A.
Massachusetts Institute of Technology 1993, M.S.
Appointed September, 1993

Isaiah Suggs '78
Mathematics
Salem State College 1994, B.A.
Appointed September, 1993

Scott Purdy
English
Williams College 1988, B.A.
Appointed January, 1994

David S. Hudson
Science, Director of Afternoon Activities, Director of Athletics
St. Lawrence University 1980, B.A. 1982, M.Ed.
Appointed September, 1994

Susan Oleszko-Szuts
Science
Purdue University 1966, B.S.
Johns Hopkins University 1973, Ph.D.
Appointed September, 1994

Peter T. Bidstrup
Associate Director of Admissions
Director of Financial Aid
Franklin and Marshall College 1986, B.A.
Appointed September, 1994

Kristin Ann Brown '89
Associate Director of Admissions
Dickinson College 1993, B.A.
Appointed September, 1994

M. Kiyoe Hashimoto
Assistant Director of Admissions
Dartmouth College 1995, B.A.
Appointed July, 1995

Elizabeth W. Winder
Director of Annual Giving
Lehigh University 1981, B.A.
Appointed August, 1995

Leo I. Hart
Fine Arts
Rutgers University
Appointed September, 1995

Aaron J. Hirsch
Student Activities Intern
Roger Williams University 1995, B.S.
Appointed September, 1995

Scott P. Larsen
History
Associate Dean of Students
Gordon College 1991, B.A.
Appointed September, 1995

A. Taylor Liske
History
The College of Wooster 1991, B.A.
Appointed September, 1995

Cynthia Louise McKeen
Vocal Music
Emerson College 1985, B.F.A.
Appointed September, 1995

Danielle C. Moore
Assistant Athletic Trainer
University of New Hampshire 1995, B.A
Appointed September, 1995

Jessica Truslow
Science
Colby College 1986, B.A.
Appointed September, 1995

Karen A. Gold
English as a Second Language
Gordon College 1986, B.A.
Appointed January, 1996

Peter K. Werner
Director of Admissions
Yale University 1981, B.A.
Appointed July, 1996

Edward C. Young '73
Assistant Headmaster
Middlebury College 1977, B.A.
Southern Methodist University 1994, M.L.A.
Appointed July, 1996

Maud Smith Hamovit
English
Vassar College 1979, A.B.
University College, Dublin 1982, M.A.
Appointed September, 1996

H. Lee Harrell
Biology
Wake Forest University 1990, B.A. 1993, M.S.
Appointed September, 1996

Eloise Paul Lawrence
History
Stanford University 1995, B.A.
Appointed September, 1996

Jeannette P. Sedgwick
English
Bucknell University 1988, B.A.
University of Rochester 1994, M.A.
Appointed September, 1996

Joel Wesley Taplin
English
St. Michael's College 1995, B.A.
Appointed September, 1996

Special Faculty
Mary Brown
Advisor, Minority Students
Mary Ellen Karin
Dormitory, Coaching
Rebecca Purdy
Dormitory, Admissions

Staff

Penny Aham
Controller
Carolyn R. Balfe
Secretary, Academic Office
Carolyn Burke
Receptionist
Cathy Ceglarski
Admissions Assistant
Anita Ceven-Leonard
Secretary, Health Center
Anita Chase
Library Assistant
Irene P. Freeman
Admin. Asst. to the Headmaster and to the Assistant Headmaster
Joanna Hallisey
Assistant to the Librarian
Thomas G. Hughes
Library Assistant
Doreen Johnson
Secretary, Athletic Dept.
Sandra Keyes
Office Manager, Development
Elaine Krol
Bookkeeper
Jennifer LaCombe
Secretary, Development Office
Judith McKinney
Registrar
Britt E. O'Donnell
Secretary, Main Office
Charlene F. Patten
Assistant to the Business Manager
Mary E. Pelletier
Library Assistant
G. Matthew Pike
Assistant Director of Communications
Luceille Roaf
Bookstore Manager
Joan C. Ryan
Assistant to Director of Admissions
Kathleen Rybicki
Assistant Controller
Susan T. Savage
Secretary, College Office
Janet F. Short
Receptionist
Hildegard Stromski
Receptionist
Patricia D. Thomas
Bookkeeper

Linda Thomson
Director of Summer Programs
Susan True
Receptionist

Tutors
Judith Castle
Joanne Collins
Kathleen Ells
Gene Haley
Margaret Miller
Elizabeth Morris
Elizabeth Paszko
Howard Sticklor
Ann Topic
Regina Wesson

Health Center
Sharman Gingrich, M.D.
School Physician
Mary Aloisio, R.N.
Judith Bakula, R.N.
Margaret Corrigan, R.N.
Kathleen A. Goyette, R.N.
Josiane Lubenec, R.N.
Mary Braaten Miner, R.N.
Kimberly Moore, R.N.
Estelle Passeri, R.N.

Food Service
David Weigel
Director of Food Service
Mary Ellen Arsenault
Mark R. Bernier
Gregory S. Clarkson
Joyce Colby
Christopher C. Dawkins
Joyce Dixon
Catherine Hill
Helen J. MacBurnie
Marilyn J. McKeen
William Morse
Tracy Ogara
Madeline Power
Stephanie Roaf
Carolyn Sargent
Michael P. Sheppard
Christine Smith

Buildings and Grounds
Jason Lacroix
Superintendent, Buildings and Grounds
Deborah A. Bolton
Robert L. Chouinard
John J. Clarkson
Peter Courtney
Roger H. Cummings
Melvin J. Huberdeau
Thomas S. Hyder
H. Robert Kochakion
Elizabeth J. Marshall
Kevin W. Pine
Bruce Rogers
Harold P. Short
Krzysztof Zalewski

College Admissions '96

The colleges and unversities to which one or more members of Governor Dummer Academy's Class of 1996 were admitted include:

American University
Babson College
Bentley College
Berklee College of Music
Boston College
Boston University
Bowdoin College
Case Western Reserve University
Clark University
Colby College
Colgate University
Columbia University
Connecticut College
Cornell University
Dartmouth College
Davidson College
Dickinson College
Drew University
Elmira College
Emory University at Oxford
George Washington University
Gettysburg College
Hamilton College
Hartwick College
Hobart and William Smith Colleges
Holy Cross College
Lake Forest College
Lawrence University
Lewis and Clark College
Mount Holyoke College
New England College
Oberlin College
Ohio Wesleyan University
Pepperdine University
Pitzer College
Reed College
Roger Williams College
Schiller University
Scripps College
Skidmore College
Stanford University
Trinity University (DC)
Tulane University
Union College
University of Colorado at Boulder
University of Hartford
University of Maine at Orono
University of Massachusetts at Amherst
University of New Hampshire
University of Oregon
University of Rochester
University of Vermont
Vanderbilt University
Wheaton College
Worcester Polytechnic Institute

(Fourteen of these listed represent Early Action or Early Decision admissions.)

Admissions

The successful Governor Dummer Academy applicant is a highly motivated student who has demonstrated ability, promise and character — a student who will both gain from the GDA experience and contribute to it.

The Admissions Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement and impressions from the personal GDA interview which is required for all applicants.

While most new students enter Governor Dummer in the freshman and sophomore years, a few places open each year in the junior class.

In accordance with the Academy's view that cultural diversity is a cornerstone of a thorough education, Governor Dummer encourages students from all backgrounds and areas to apply for admission. The Academy does not set geographic limits for the admission of day students; GDA does not, however, provide daily transportation.

In order to be considered for admission, applicants should fulfill the following requirements:

1. The candidate should contact the Academy in the fall or early winter of the year prior to that which he or she wishes to enter. A personal interview and tour of the GDA campus should be made at that time. If distance makes a visit impractical, the Admissions Office may arrange a phone interview or for an Academy representative to meet the student nearer his or her home. We recommend that appointments be scheduled Monday through Friday during the academic day, but are glad to make other arrangements (i.e., Saturday mornings) when parent and student schedules make this impossible.

2. The candidate must take the Secondary School Admission Test (SSAT), administered at centers throughout the world on five Saturdays during the year. Registration forms and additional information may be obtained through the Academy or from the Secondary School Admissions Test Board (SSATB), 12 Stockton Street, Princeton, NJ 08540 (609/683-4440). The Academy recommends that the candidate take the November, December or January SSAT. Governor Dummer also will accept the Independent School Entrance Examination offered by the Educational Records Bureau in New York (telephone 800/989-3721).

3. The Academy requires that international students take the Test of English as a Second Language (TOEFL).

4. The candidate, his/her family and school must complete all application forms. The application should be returned to the Academy as soon as possible with a $35 fee ($70 outside the U.S.). The remaining forms, which will be sent by return mail, include a student questionnaire, a request for school records, English and mathematics teachers' recommendations and a personal recommendation. The filing deadline for these forms and the preliminary application is February 1, 1996. Governor Dummer Academy will notify candidates of admissions decisions on March 11, 1996. Parents of those admitted are to respond to the Academy no later than April 11, 1996.

5. Candidates applying for financial aid in the form of grants and loans must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a Parents' Financial Statement form, which should be returned by February 1. If the candidate's parents are separated or divorced, both parents must supply financial information. Scholarship aid totalling approximately $1,400,000 is awarded to approximately 29 percent of the student body annually without regard for race, color, religious belief or national or ethnic origin.

For *boarding* students the 1996-97 tuition charge is $23,000 payable as follows:

May 1	
Initial tuition payment	$2,300.00
August 1	
Second tuition payment	9,200.00
Deposit (Smart Card)	500.00
Accident Insurance (opt.)	102.00
Tuition refund plan	460.00
December 1	
Third tuition payment	11,500.00

For *day* students the 1996-97 tuition charge is $17,000.00 payable as follows:

May 1	
Initial tuition payment	$1,700.00
August 1	
Second payment	6,800.00
Deposit (Smart Card)	500.00
Accident Insurance (opt.)	102.00
Tuition refund plan	340.00
December 1	
Third tuition payment	8,500.00

Travel Instructions

From the North or South
Take Interstate 95 to Exit 55, Central Street, Byfield. Follow the red Governor Dummer Academy signs, which mark the route: From the ramp, turn onto a winding country road. Bear right at the intersection of Orchard Street and School Street and drive over a small bridge. Follow School Street to the stop sign at Elm Street. Turn left and travel another mile before turning left onto the campus at the GDA sign.

From the South *(alternate route)*
Take U.S. Route 1 north 33 miles from Boston. Three miles beyond the intersection of Routes 1 and 133, at the second blinking yellow light, is the entrance to Governor Dummer Academy, marked by a sign on the left. Turn left here, drive under the footbridge and turn right into the school at the GDA sign.

From the North *(alternate route)*
Take U.S. Route 1 four miles south of the Newburyport rotary to the flashing yellow light. The GDA sign will be on your right. Turn right onto Elm Street and drive under the footbridge to the next GDA sign on your right. Turn right onto the Academy's campus.

From Logan Airport
Take Route 1A north for a few miles to the intersection of Route 60. Take Route 60 to Route 1 north, and follow Route 1 to Interstate 95 north. *(Follow Interstate 95 directions above.)*

Other Means
Private airplanes may land at the Beverly, Lawrence and Plum Island airports. Ground transportation should be arranged in advance from there. Buses between Boston and Portland, Maine, stop in Newburyport. Taxis are available there for the five-mile drive to the Academy. The closest train station is in Ipswich, a ten-minute drive from GDA, where taxis also are available.

The Alumni/ae Council

Representing the alumni and alumnae of Governor Dummer Academy

Karen A. Gronberg '83
President

Council Members
R. Jeffrey Bailly '80
Thomas R. Bell '73
J. Derek Bergmann '75
Deana Giamette Boyages '88
Catherine Burgess '91
Peter T. Butler '62
Richard A. Cousins '45
James Deveney '60
Henry B. Eaton '70
Rebecca B. Lapham '83
Joseph E. MacLeod '56
Richard H. Pew, Jr. '54
Peter F. Richardson '75
Marc K. Tucker '68
Pamela K. Welch '80

Howard J. Navins '31
Founder, Life Member
John P. English '28
Life Member

Ex-Officio members
John S. Mercer '64, P'95
Past President
Peter M. Sherin '59
Past President
Arthur H. Veasey, III '68
Past President
Michael A. Moonves
Dir. of Alumni/ae-Parent Relations
Putnam P. Flint '37, GP'99
Co-Chair of Development Committee
Carrie Walton Penner '88
Co-Chair of Development Committee
Karen E. McGinley
Director of Development

The Governor Dummer Allies

The Governor Dummer Allies is the parents' organization that provides the vital link between school and family. The organization's objective is to preserve and build the Academy, to increase and extend its educational powers and to foster interest in the school. Funds are raised to award scholarships, lend support to the school newspaper, yearbook, guest speakers, student clubs and teacher allocation requests. The Allies sponsors the Golf and Tennis Tournament, Parents' Weekend, dinner-theaters, the International Dinner and the Grandparents' Tea. It also provides birthday cakes and exam survival kits for students. Meetings are held on the second Wednesday of each month at the Mansion House, home of Headmaster Peter and Dottie Bragdon.

Denise McManus
President
Deborah St. Jean
Vice President
Maryjane Doorly
Treasurer
Sandra Titcomb
Recording Secretary

Board Members
Peggy Binelli
Dorothy Bragdon
Nancy Carroll
Donna Christopher
Ginny Coffin
Phyllis Cutler
Susan Dow
Susan Flynn
Sarah Fyrberg
Barbara Gilfillen
Karen Griffith
Judy Gore
Tina Lamson
Debbie Ledbetter
Karen Lipman
Mary Ellen Marino
Mary Miner
Sue Peltzman
Denise Porter
Cynthia Robson
Alice Savage
Mary Ann Webber
Kathy Williamson

Board of Trustees

Daniel M. Morgan '67 *President*	*Worcester, MA*
Stephen G. Kasnet '62, P'95 *Vice President*	*Manchester, MA*
Shirley S. French P'76 *Vice President*	*Andover, MA*
Josiah H. Welch '47, P'80 '83 *Secretary*	*Newburyport, MA*
Jeffrey L. Gordon '69 *Treasurer*	*Newport, RI*
William L. Alfond '67	*Boston, MA*
Putnam P. Flint '37, GP'99	*Weston, MA*
Judith Gore P'95 '97	*Boxford, MA*
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Mary F. Mack P'87 '91 '93	*Byfield, MA*
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